Final Report

Project No. 070811
Contract No. OEC-1-7-070811-3889

An Introductory Course in Ga

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Evanston, Illinois

March 1969

The research reported herein was performed pursuant to a Contract with the Office of Education, U.S. Department of Health, Education, and Welfare.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education

Institute of International Studies

PL 8191 . B4

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INTRODUCTION

GA

Ga is a language of Ghana, native to the Accra district and the coastal strip stretching east from the city and inland for several miles. Ga has fewer native speakers than, say, Twi or Ewe, but knowledge of it as a second or third language is far from negligible and is probably increasing, because of the influence of Accra as the capital of Ghana and one of the chief centres of education.

GA-ADANGBE

Adangbe, spoken to the east of the Ga area is a language thought to be so closely related to Ga that the two are frequently listed as one language "Ga-Adangbe". The language described in this course is Ga properly so called, as spoken by one native of Labadi, a Ga town.

ORTHOGRAPHY AND TRANSCRIPTION

The transcription used here departs very little from the accepted orthography, even when a sound is analysed differently (e. g., w̆ as yw rather than wy). However, tone, nasality and vowel length have often been indicated more explicitly than the orthography requires.

CONSONANTS

1. (i) Voiceless stops are plosives, i. e., aspirated.

   (ii) Prepalatal stops, plain and labialised, are affricates.

   (iii) With the exception t/d, there is no significant difference in place of articulation between voiced and voiceless correlates. t, however, is a denti-alveolar articulation with tongue-tip down, while d is an alveolar articulation with tongue-tip up.

   (iv) Alveolar, Palatal and Velar stops have fronted and retracted allophones depending on the following vowel.

2. Labial velars are of the velaric ingressive and pulmonic egressive type.

3. The following articulations are all made whilst the tongue-tip is down: ny, s, z, ʃ, and the affricates.

4. l and r are allophones of the same phoneme; only l occurs in word-initial position.

TABLE I: The Symbols Used

CONSONANTS

TYPES	POSITIONS									
	Voiceless	Voiced	Voiceless	Voiced	Voiceless	Voiced	Voiceless	Voiced	Voiceless	Voiced
	Bilabial		Alveolar		Pre-Palatal		Velar		Labial Velar	
STOPS										
(plain)	p	b	t	d	ts	dz	k	g	kp	gb
(Labialised)					tsw	dzw	kw	gw		
NASALS					Palatal					
(plain)		m		n		ny		ŋ		ŋm
(Labialised)								ŋʷ		
FRICATIVES	Labio-dental				Pre-Palatal					
(plain)	f	v	s	z	ʃ					
(Labialised)					ʃʷ					
LATERAL				l, r						
APPROXIMANTS					Palatal		Labial Velar		Glottal	
(plain)					y		w		h	
(Labialised)					yw	(ɥ̌)			hw	

TONES

High: ˊ

Mid: ˉ

Low: ˋ

VOWELS

	Front Spread		Neutral		Back Rounded	
	Oral	Nasal	Oral	Nasal	Oral	Nasal
CLOSE	i	ɪ̃			u	ũ
HALF-CLOSE	e				o	
HALF-OPEN	ɛ	ɛ̃			ɔ	ɔ̃
OPEN			a	ã		

VOWELS

1. In relation to the Cardinal Vowels, the phonetic values of the Ga oral vowels may be charted on the Vowel Diagram as follows:

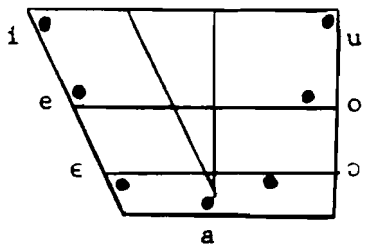

TABLE II: Diagram of the Ga Oral Vowels

2. ĩ, ã, ũ, are the nasal counterparts of i, a, u, respectively. ɛ̃ is midway between e and ɛ, but is comparatively retracted. ɔ̃ is midway between o and ɔ, and is comparatively fronted.

3. All the above are pure vowels. What may sometimes be heard as phonetic diphthongs and triphthongs are treated in this course as successions of pure vowels:

faí. 'hat' háu. 'girdle'

4. Similarly, all the above vowels are uniformly short. In this course, what may be heard as phonetically longer vowels are treated as successions of like vowels:

bú. 'hole' is a monosyllabic word

ba. 'to come' is a monosyllabic word

búu. 'mosquito net' is a disyllabic word

baa. 'coming' is a disyllabic word

baáà. 'crocodile' is a trisyllabic word

TONE

Tone is a property of the syllable and, depending on the type of syllable, is marked on the vowel or on the syllabic consonant (mostly nasals). An initial high tone in a sentence is marked; unmarked sentence initial tones are low. Other unmarked syllables have the same pitch as the last marked syllable preceding them; this principle carries across word boundaries. Thus the tones of

(i) /nyɛ̃ yiwala dɔ̃ŋŋ/ are low-low-low-low-high-high-high.

(ii) /ʃíkɔ̀ʃíkɔ̀/ are high-low-high-low.

(iii) /óbi gbekɛ̃̀ lɛ̀ ba bíɛ̀ nyɛ̃ gbékɛ̀/ are high-high-high-mid-low-low-high-low-low-high-low.

Notice that this scheme admits of more than one level of Mid between High and Low:

(iv) /mãdzʊ̀ gbekɛ̃̀ii lɛ̀ ahe/ are high-mid-same-mid-same-mid-low-low-low.

Ga makes use of 3 level tones: High /´/, Mid /¯/, Low /`/.

A High tone implies higher pitch, and therefore usually sounds more prominent in a sequence than a Low tone. The Low tone has two allophones: a low tone in pause is accompanied by glottal constriction.

A Mid tone is always a very slight drop in pitch (about a semi-tone) from a preceding higher pitch, and is never glottalised. The 'preceding higher pitch' is either a High tone or another Mid tone: a Mid tone never occurs after a Low tone and is never initial in a sentence or isolated word. A Mid tone is therefore like a High tone that has slipped a semitone in pitch below the immediately preceding High.

The symbol ↘ represents a glide to Low tone which must occur after any High tone syllable that immediately precedes certain words in the utterance.

These possibilities are all summarised in the following diagram.

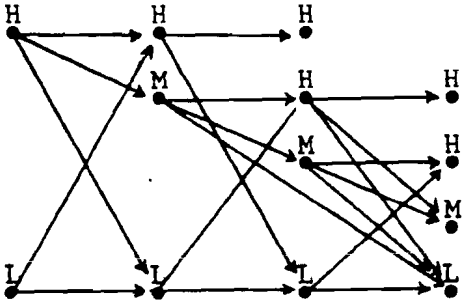

TABLE III: Tone Diagram 1: Terracing

Notice the downward 'terracing' of the top pitches of the sentence if a lower pitch intervenes.

The sequence High-High (level high pitch) seems to present the most difficulty for speakers of stress-using languages, who tend to reduce force after one strong (High) syllable.

The sequence Low-Low (level low pitch) presents a similar difficulty. Successive Low tones apparently drop slightly in actual pitch and usually it is only the last of them that has the tell-tale

glottalisation of the Low tone. Even if the foreign ear gets an impression of a slight fall, no conscious attempt should be made to reproduce it since such an attempt may be heard by a Ga speaker as an actual fall (High-Low or Mid-Low).

In this course, what may be heard as phonetically rising or falling pitches are regarded as composites of the three level tones. Since there can be a rise in utterance pitch only after a Low tone, and any rise is interpreted as Low-High, the actual phonetic range of rise that constitutes a Low-High sequence can be very small. Such narrow ranges are standard in spoken Ga in the earlier parts of the utterance, for example initially. But they are even more important because they are characteristic of the Casual Style, the style of 'normal' everyday speech and conversation, particularly Statement sentences. They contrast sharply with the corresponding ranges in the Emphatic Style, particularly Question sentences, where the pitch intervals between High and Low tones can be considerable.

An important modification to the tonal diagram above is necessary. The utterance is not terraced out of hearing in a collapsing of High with Low tone. Pitches remain level only when tones succeed themselves (M-H in the case of Mid). A subsequent High tone can be lower in pitch than a previous one when a Low or a Mid have intervened, and a subsequent Low tone can be lower in pitch than a previous one when a High or a High-Mid glide has intervened. The pitch pattern of the whole utterance is thus more like a downward drift from beginning to end:

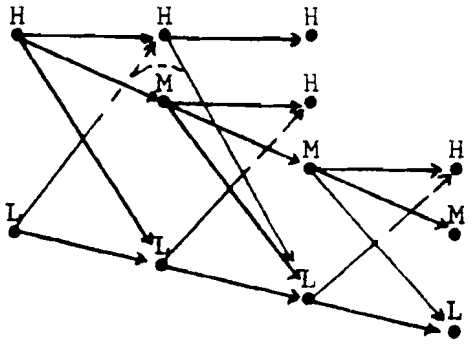

TABLE IV: Tone Diagram 2: Downdrift

(The broken lines indicate the area of possible occurrence of H after L.)

Finally, it should be remembered that although every syllable in every utterance has a tone, the same syllable does not necessarily have the same tone in every utterance. The tone can be different depending upon the grammatical context.

LESSON ONE

Listen. Identify. Repeat.

Drill 1: High and Low Tones; Simple Consonants and Vowels. Remember, unmarked syllables have Low tone, if not preceded by other syllables.

1. wó.	'tomorrow'	4. la.	'fire'
2. wɔ.	'we'	5. wú.	'bone'
3. lá.	'blood'	6. wu.	'husband'

Drill 2: Pay particular attention also to the vowels /ɔ/, /ɛ/, /e/, and vowel length (these words are all monosyllabic and have single vowel length).

1. tsɛ.	'father'	7. bí.	'child'
2. tso.	'tree'	8. bú.	'hole'
3. tsi.	'sceptre'	9. hé.	'place'
4. hɛ.	'waist'	10. tɛ́.	'stone'
5. tɔ.	'bottle'	11. kú.	'group'
6. bo.	'you' (sg.)	12. sú.	'type'

Drill 3: High Tones.

1. bí.	'Ask!'	4. bú.	'Wear it!'
2. bá.	'Come!'	5. lá.	'Sing!'
3. wó.	'Sleep!'	6. fó.	'Weep!'

Drill 4: High, Mid and Low Tones. Pay attention to the range of pitch within the sequences High-Mid, Low-High. Remember that there are no sequences Low-Mid, Mid-High; what you may hear as these intervals will be marked as Low-High in the text.

1. papá.	'father'	4. sísà.	'ghost'
2. papa.	'fan'	5. wɔlɔ.	'book'
3. ʃítɔ.	'pepper'	6. dadé.	'iron'

7. gówá. 'guava'

8. lálà. 'song'

9. ʃíkɔ̀ʃíkɔ̀. 'hiccough'

10. ówòló lɛ́. 'your book'

Drill 5: Tones in short sentences.

1. ele lɛ. 'he knows him'

2. elé lɛ̀. 'he does-not-know him'

3. élè lɛ. 'he has come to know him'

4. wɔbí lɛ́. 'our child'

5. wɔbi lɛ̀. 'we asked him'

6. wɔ́bí lɛ̀. 'we have asked him'

7. wɔ́bi lɛ̀. 'let us ask him'

8. wɔ́kabi lɛ̀. 'let us not ask him'

9. ebí lɛ̀ da. 'her child is big'

10. ebí lɛ́ edà. 'her child has grown big'

LESSON TWO

Listen. Identify. Repeat.

Drill 6: Simple Consonants and Vowels.

1. dadé. 'iron'

2. fufɔ́. 'milk', 'breast'

3. kotokú. 'pocket'

4. adékà. 'box'

5. tsítsì. 'chest'

6. tita. 'gums'

7. hela. 'illness'

8. tokotá. 'sandal'

9. lɔ́lè. 'lorry'

10. welé. 'hide'

Drill 7: Simple Consonants and Vowels.

1. wolo. 'book'

2. wɔlɔ. 'egg'

3. yɛlɛ. 'yam'

4. abé. 'proverb'

5. oʃíkì. 'chance';'dice'

6. wala. 'life'

7. éwùlu. 'a big thing'

8. tsɛ 'father'

9. abɛkú. 'left'

10. okɛsé 'fashion'

Drill 8: Labial Velar Consonants: /kp/, /gb/. (For description of their pronunciation, see under 'Consonants' in the Introduction.)

1. akpakpá. 'pawpaw'

2. ékpakpa. 'a good thing'

3. akpakpá kpakpa. 'a good pawpaw'

4. kpó. '12-yd. bale of cloth'

5. kpo. 'court-yard'

6. kpɔ́. 'knot'

7. agbó.	'gate'	11. gbɛ̀.	'road'
8. agbo.	'big'	12. gbɛ́kɛ̀.	'evening'
9. agbó àgbo.	'big gate'	13. gbogbo.	'wall'
10. gbɛ́.	'water-pot'	14. gbɔ.	'guest'

Drill 9: Long and Short Vowels.

1. bú.	'hole'	6. kaáà.	'crab'
2. búu.	'mosquito-net'	7. waáà.	'snail'
3. baa.	'leaf'	8. bí.	'child'
4. káà.	'car'	9. bíì.	'children'
5. baáà.	'crocodile'	10. dáà.	'mouth'

(Numbers 5, 6 and 7 are written in the official orthography with two vowels only: víz, baa, kaa, waa.)

Drill 10: Long and Short Vowels.

1. gɔ́ɔ.	'cemetery'	5. too.	'sheep'; 'goat'
2. yáà.	'fishing-net'	6. Hɔɔ.	'Saturday'
3. loo.	'fish'; 'meat'	7. yɔɔ.	'beans'
4. yoo.	'woman'	8. gbeé.	'dog'

Drill 11: Long and short vowels in sentences.

1. eba.	'he came.'	6. ebáa.	'he did not come.'
2. eeba.	'he is coming.'	7. wɔbí lɛ̀.	'we asked him.'
3. ebaa.	'he comes.'	8. wɔbíi lɛ̀.	'we didn't ask him.'
4. eébà.	'he may come.'	9. etɔ́kè pii.	'she muttered a lot.'
5. ébà.	'he has come.'	10. etɔ́kɛ̀e pìi.	'she didn't mutter much.'

(These examples show why it is important not to drawl in Ga.)

LESSON THREE

Listen. Identify. Repeat.

Drill 12: Oral and Nasal Vowels.

1. ga.	'ring'	2. gã.	'Ga'

3. gbɛ́.	'water-pot'	7. ekɔ́.	'he took it.'
4. gbɛ̃́.	'face-mark'	8. ekɔ̃.	'he bit it.'
5. sú.	'kind'	9. ʃía.	'sand'
6. sũ.	'soil'	10. ʃíã́.	'house'

Drill 13: Nasal Vowels after Nasal Consonants.

1. mũ.	'oil'	8. nyɛ̃.	'mother'
2. mũmɔ̃.	'breath'	9. nyɛ̃mĩ́.	'sibling'
3. mãmĩ́.	'mother'	10. ŋã.	'wife'
4. mɔ̃́ɔ̃́.	'castle'	11. ŋãã́ã́.	'lagoon-crab'
5. lamɔ̃.	'dream'	12. ŋmɔ̃.	'farm'
6. nũ.	'water'	13. nĩ́ŋmà̃ã̃.	'writing'
7. nũũ.	'man'		

Drill 14: Nasal Consonants and Oral Vowels.

1. lamɔ.	'vapour'	6. mó.	'well done!'
2. mãmá.	'cloth'	7. bí lɛ̀ mɔ́.	'ask him, then!'
3. ŋaa.	'intelligence', 'skill'	8. moko.	'someone'
4. ŋoo.	'salt'	9. nókɔ́.	'something'
5. éŋɔ́li.	'yellowish-green'		

Drill 15: Nasal Consonants and Oral Vowels.

1. ŋmé.	'palm-nut'	6. sṹne.	'pillow'
2. ŋmee.	'thorn'	7. sɔ̃́nè.	'fox'
3. ŋmɛ́.	'kernel'	8. sãne.	'story'
4. ŋmá.	'aroma'	9. kã̃né	'light'
5. ŋmiŋmi.	'panic', 'fear'	10. wã́nè.	'doubt'

LESSON FOUR

Listen. Identify. Repeat.

Drill 16: Succession of Vowels. The succession vowel + i on a rising pitch is pronounced rapidly and sounds phonetically like a diphthong.

1. sɛ̃ɪ̃́.	'chair'	6. toí.	'ear'
2. leí.	'tail'	7. tsuí.	'heart'
3. faí.	'hat'	8. fɛ́ɪ́.	'part'
4. laí.	'firewood'	9. bíɪ́.	'children'
5. fɔfɔí.	'flower'	10. ŋkpáɪ́.	'libation'

Drill 17: Vowel + i.

1. kɔ́ɪ́.	'hoe'	6. gai.	'rings'
2. gɔ́ɪ́.	'to burp'	7. looi.	'fish(es)'
3. tóɪ́.	'multiplication'	8. tooi.	'sheep' (pl.)
4. tṹɪ̃́.	'guns'	9. sɛ̃ɪ́ɪ̃́	'chairs'
5. tsei.	'trees'	10. fɔfɔíɪ́.	'flowers'

Drill 18: Succession of Vowels: Vowel + ɔ.

1. amĩɔ̃.	'it is taken orally.'
2. eyiɔ mɔ̃.	'he believes in corporal punishment.'
3. eféɔ̀ ohé.	'she is a flirt.'
4. ekeɔ mɔ̃ nɪ̃́ɪ̃́.	'he is generous.'
5. etsɛ́ɔ̀ ogbɛɪ́ daa.	'she always mentions you.'
6. elɛɔ tooi.	'he breeds sheep.'
7. eláà waa.	'he sings very well.'
8. efaa ʃiká.	'he is a money-lender.'
9. eʃwɛ́ɔ̀ ʃiká mɪ̀ŋ.	'he is a big spender.'
10. efɔɔ Gã yaa.	'he goes to Accra quite often.'
11. efóɔ̀ daa nɛ̃́ɛ̃́.	'she is always weeping.'
12. eboɔ mɔ̃ toí.	'he takes advice.'
13. etsṹɔ̃́ nɪ̃ɪ̃́.	'he works.'

Drill 19: Final Nasals.

1. kpóɪ̃́.	'fishing-hook'	2. kóɪ̃́.	'corner'

3. wɔ́ŋ̀. 'juju'

4. dṹŋ̀. 'darkness'

5. nyɔ́ŋ̀. 'slave'

6. gɔ̃ŋ. 'mountain'

7. mãŋ. 'town'

8. tsɛ̃ŋ. 'beard'

9. kpĩŋ. 'cane rat'

10. sɔ̃ŋ. 'prawns'

11. ŋmoŋ. 'tick', 'lice'

12. koŋ. 'horn'

13. waŋ. 'grey hair'

14. gboŋ. 'limb', 'loin'

15. adṹŋ̀. 'monkey'

Drill 20: Final Nasals.

1. éfèé dĩŋŋ. 'he is quiet'

2. éfèè ʃĩŋŋ. 'he is still'

3. óyɪwala dɔ̃ŋŋ. 'thank you'

4. ʃɔ́ŋŋ. 'afar'

5. nɔ̃ŋŋ. 'immediately'

6. fã́ŋŋ. 'clear'

7. sɔ́ŋŋ. 'a lot'

8. tũŋŋ. 'black'

9. gblãŋŋ. 'strong' (of smell)

10. hɛŋŋ. 'strong' (of pepper or hot food)

LESSON FIVE

Listen. Identify. Repeat.

Drill 21: Labialised Consonants.

1. tswé̱. 'mustache'

2. tswé̱. 'hair'

3. Atswéi. (girl's name)

4. dzwɛ̃ŋmɔ̃. 'thought'

5. dzwé̱. 'grass'

6. adzwãmã́ŋ. 'prostitution'

7. wiémɔ̱̃ (ywiémɔ̱̃). 'speech', 'language'

8. wírimɔ̃ (ywírimɔ̃). 'row!'

9. eewére là (eeywére là). 'he is warming himself before the fire'

10. kwakwé. 'mouse'

Drill 22:

1. kúkwé̱i. 'cooking-pot'

2. kwɔ́. 'climb!'

3. gwãŋtɛ̃́ŋ. 'lamb'

4. gwábɔ̀ɔ 'assembly'

5. ehwãŋ enãne. 'he sprained his ankle.'

6. ŋwɛ̃̄ĩ. 'sky'

7. ŋwɛ̃́tɛ̃ŋwɛ̃tɛ̃. 'stippled'

8. ʃwãné. 'afternoon'

9. ʃwɛ́lʃwɛl. 'ragged'

10. éʃwì. 'he is fat.'

Drill 23: Succession of Vowels.

1. áʃwlé lè. 'he has been sacked'
2. ewíeɔ pii. 'he talks a lot'
3. gbeébi. 'puppy'
4. leébi. 'morning'
5. nĩ́lèe. 'knowledge'
6. nṹ lè túè kɛba. 'the water gushed out.'
7. nũṹ lè púe. 'the man appeared.'

Drill 24:

1. ʃiɛ́lɔ. 'preacher'
2. ótsìɛ́ èhĩ́è. 'you have woken him up.'
3. kuɛ. 'neck'
4. sɛɛ. 'back'
5. etiu amɛ̃́. 'he pursued them.'
6. búu. 'mosquito-net'
7. amɛ̃́huu ta. 'they waged war.'

Drill 25: l, r in variant forms.

1. mlu. mulu. 'dust'
2. mlá. malá. 'law'; 'guts'
3. ḿlã. ḿrã. 'early'
4. blodo. brodo. 'bread'
5. ablé. abelé. 'corn'
6. blɔ́. bolɔ́. 'broom'
7. plé. 'a bird'
8. plèkoó. 'nail'
9. flá. fálá. 'sore'
10. flɔ́. fólɔ́. 'hole'

LESSON SIX

Listen. Identify. Repeat.

Drill 26: Successions of Vowels.

1. ohĩã́. 'poverty'
2. atĩ́ã. 'cashew-nut'
3. nyɛ́bià lɛ. 'ask him!'
4. nyɛ́mɛ̀ã wɔ. 'wait for us!'
5. nyɛ́bɔa módɛ̃ŋ. 'try hard!'
6. nyɛ̃́bɔa mitoí. 'listen to me!'
7. afuá. 'mist'
8. Akúá. (a female name)
9. atũã́. 'defiance'

Drill 27: l, r in variant forms.

1. akekré. akeklé. 'man's headband'
2. ḱlà. kálà. ḱrà. 'spirit'
3. nyɛ̃́klɔ̀a. nyɛ̃́kɔlɔ̀a. 'take them!'
4. eǵli. eǵri. 'he got excited'
5. ŋ́leŋle. ŋéleŋele. 'very fluid'
6. eŋ́l̀ã́. eŋã́l̀ã́. 'it got charred.'
7. ŋlɛ. ŋɛlɛ. 'level'
8. ehlú. ehulú. ehrú. 'he jumped.'
9. hleŋŋ. heleŋŋ. hreŋŋ. 'radiant', 'flooded with light'

Drill 28: Successions of Vowels.

1. fíɔ́. 'junior'
2. díoo. dĩ̃ŋŋ. 'quiet'
3. bíbl̀óo. 'small'
4. A∫í oo↘! 'hey, Ashi!'
5. méɔ̀. 'sixpence'
6. té ɔ̀yɔ́ɔ̀ tɛ̃́ɛ̃↘. 'how are you?'
7. fɛɛ́fɛo. 'beautiful'

Drill 29: Successions of Vowels.

1. féo. 'beauty'
2. bébɛ́o. 'a kind of shellfish'
3. láɔ̀. 'bedsheet'
4. háo. háu. 'girdle'
5. ehao lɛ. 'he worried her'
6. abifáo. 'tiny tot'
7. tóo. 'tax'

Drill 30: l, r in variant forms.

1. ́trema. télema. 'cowrie'
2. dzra. dzala. 'price'
3. sre. sele. 'to swim'
4. yra. yala. 'mourning'
5. atswré. atswɛlé. 'fist'
6. dzẃremɔ̃̀. dzwélemɔ̃̀. 'greeting'
7. amɛ̃∫ẃre. amɛ̃∫wéle. 'they flourished.'

LESSON SEVEN

Dialogue 1: Greetings.

A:	Mí ŋŋã bɔ̀.	'I greet you.'
B:	Mí ŋheleɔ̀ nɜ̃.	'I respond.'
A:	Té ɔyɔ́ɔ́ tɛ̃ɛ̃↘.	'How are you?'
B:	Mĩ yɛ dzogbaŋŋ.	'I am well.'
A:	Té omãmí yɔ́ɔ́ tɛ̃ɛ̃↘.	'How is your mother?'
B:	Eyɛ dzogbaŋŋ.	'She is well.'

Vocabulary

1.	mĩ.	'I'	6.	yɔ́ɔ̀.	'to be'
2.	ŋã́.	'greet'	7.	yɛ.	'to be'
3.	bo. o.	'you' (sg.)	8.	dzogbaŋŋ.	'well'
4.	héré...nɜ̀.	'respond', 'reply', 'answer'	9.	mãmí.	'mother'
5.	té...tɛ̃ɛ̃↘.	'how?'	10.	e.	'she', 'he', 'it'

Notes

1. Greeting people is an important part of Ga etiquette. One who does not greet as he should is considered boorish, unfriendly, antisocial. Not greeting someone, or not responding to his greeting, is a way of expressing extreme displeasure with him.

2. The greetings and responses in the Dialogue are general ones that can be used by anybody at any time. If more than one person were involved on either side, however, changes in pronouns would be necessary.

Dialogue 2: One person greeting two or more.

Greeting:	A: Mí ŋŋã nyɛ̀.	'I greet you (pl.).'
Response:	B & C: Wɔŋhéleɔ̀ nɜ̃.	'We respond.'

Dialogue 3: Two or more people greeting one person:

Greeting:	B & C: Wɔŋŋã́ bɔ̀.	'We greet you.'
Response:	A: Mí ŋhele nyɛ̀ nɜ̃.	'I respond to you.'

(The above are suitable for classroom use between college students and their professor.)

Dialogue 4: Two or more people greeting and replying:

A & B: Wɔŋŋã̀ nyɛ̃̀. 'We greet you.'

C & D: Wɔŋhéle nyɛ̀ nɜ̃. 'We respond.'

Drill 31: Take turns at greeting and answering in Ga.

Dialogue 5: The person whose health is inquired after can be varied as appropriate.

A: Té opàpá yɔ̀ɔ̀ tɛ̃ɛ̃↘. 'How is your father?'

B: Eyɛ dzogbaŋŋ. 'He is well.'

A: Té ɔ̀ŋã yɔ́ɔ̀ tɛ̃ɛ̃↘. 'How is your wife?'

B: Eyɛ dzogbaŋŋ. 'She is well.'

Drill 32: Take turns at inquiring after the health of different people and answering.

LESSON EIGHT

1. Greetings and responses appropriate for certain times of day:

(i) Morning: A: Mɜ́ɜ́nɪ̀ŋ. 'Morning'

B: Mɜ́ɜ́nɪ̀ŋ. 'Morning'

(ii) Evening: A: Gúdɪ́vɪ̀n. 'Good evening.'

B: Gúdɪ́vɪn. 'Good evening.'

These English borrowings are in common use. The traditional Ga greetings, still heard from old people and in places where these things are preserved, are:

(iii) Early morning, immediately after waking up:

A: Áwɔ̀ŋ̀? or Ówɔ̀ŋ̀? 'How was your sleep?'

B: Mɪ́wɔ̀ŋ hĩ. 'My sleep was good.'

(iv) During the day:

A: Mããníŋ̀? 'How is this town?'

B: Mãŋ dzɔ. 'The town is peaceful.'

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(iv) During the day:

A: Mããníŋ̀? 'How is this town?'

B: Mãŋ dzɔ. 'The town is peaceful.'

2. Other greetings in general use:

(i) Before entering a house, a room, or any place:

A: Agoo. (Entrance requested.)

B: Amɛ̃ɛ̃. (Entrance granted.)

(ii) On taking leave, at any time:

A: Mɪ́yabá. 'I am going.'

B: Yaábà dzogbaŋŋ. 'Go well.'

(iii) On taking leave, at night:

A: Mɪ́yawɔ̀. 'I am off to bed.'

B: Yaáwɔ̀ dzogbaŋ,ŋ. 'Sleep well.'

(iv) Expressing congratulations on work done or in progress:

A: Ahékoo. 'Well done!'

B: Yaa éè. 'Thanks.'

(v) Expressing thanks:

A: Óyìwala dʒ́ŋŋ. 'Thank you.'

B: Wɔbé ʃ̀ìdaa. 'There is no need of thanks.'

(vi) On returning from a journey:

"A" is the traveller. He shakes hands with the person he is exchanging greetings with, and the hand grip is maintained throughout the exchange:

Dialogue 1:

A: Amérìkàbíì mĩŋbíɔ́. 'Greetings from America.'

B: Yoo. Héni ɔ̀dzɛ́ ɛ̀? 'Fine. How is it there?'

A: Blɛoo. 'It is peaceful.'

B: Amérìkàtsɛmɛ̃́ ɛ̀? 'And the Americans?'

A: Amɛ̃yɛ dzogbaŋŋ. 'They are fine.'

B: Oŋã kɛ óbìì? 'And your wife and your children?'

A: Amɛ̃fɛ̃́ɛ̃́ àmɛ̃yɛ dzogbaŋŋ. 'They are all well.'

Drill 33: Take turns at greeting and replying, using the greetings in this lesson.

LESSON NINE

Pronouns: Subject, Object and Possessive Forms

(i) The personal pronoun words are:

mĩ	'I', 'me' --1st person singular
bo	'you' --2nd person singular
lɛ	'he', 'him', 'she', 'her', 'it' --3rd person singular
wɔ	'we', 'us' --1st person plural
nyɛ̃	'you' --2nd person plural
amɛ̃	'they', 'them' --3rd person plural

These words can be used either as single-word sentences and phrases or as objects of verbs. The plural words retain these forms in all other functions (except for changes in tone).

(ii) The singular words have other forms which are prefixed to verbs

when the pronoun is the subject of the verb, and prefixed to nouns when the pronoun is the possessor of the noun:

1st person singular: mĩ-, m-, n-, ŋ- (i.e., a homorganic nasal, depending on the place of articulation of the consonant immediately following.)

2nd person singular: o-

3rd person singular: e-

The 1st and 2nd person singular prefixal forms can also be suffixed to verbs when the pronoun is the object of the verb, especially in rapid speech. In this style the 1st person singular is usually the velar nasal ŋ In this course, the 1st person singular pronoun is always written as /mi/.

(iii) There is also an unrestricted personal pronominal prefix, used as the subject of verbs, which does not specify any restriction of person or number:

Unrestricted pronoun: a-

Drill 34: Insert the personal pronoun words in the blank spaces in the sentences, using the pattern of No. 1.

1. Mi nɛ̃́. 'That's me.'
2. ____ nɛ̃́. 'That's you (sg.)'.
3. ____ nɛ̃́. 'That's him.'
4. ____ nɛ̃́. 'That's us.'
5. ____ nɛ̃́. 'That's you (pl.).'
6. ____ nɛ̃́. 'There they are.'

Drill 35: Insert the personal pronoun words required to complete the following sentences.

1. Nãà̀ ____. 'Here I am.'
2. Nãà̀ ____. 'Here you are.'
3. Nãà̀ ____. 'Here he is.'
4. Nãà̀ ____. 'Here we are.'
5. Nãà̀ ____. 'Here you are.'
6. Nãà̀ ____. 'Here they are.'

Drill 36: Substitute the given phrases for those underlined in the sentence.

Minã bo yɛ dzɛ́mɛ̃́. 'I saw you at that-place.'

1.	mĩ	o.	I	you.	6.	amɛ̃	mĩ.	they	me.
2.	mi	lɛ.	I	him.	7.	wɔ	nyɛ̃.	we	you.
3.	mi	nyɛ̃.	I	you.	8.	nyɛ̃	mi.	you	me.
4.	o	wɔ.	you	us.	9.	e	lɛ.	he	her.
5.	e	amɛ̃.	she	them.					

Word/Phrase		Slow Speech Word + lɛ́		Ordinary Speech Word + Reduced lɛ́	
1. nũũ	'man'	nũṹ lɛ̀	'the man'	nũṹ ɛ̀	'the man'
2. mĩ	'I'	mĩ́ lɛ̀	'as for me'	mĩ́ ɛ̀	'as for me'
3. faí	'hat'	faí lɛ̀	'the hat'	faí ɛ̀	'the hat'
4. háu	'girdle'	háu lɛ̀	'the girdle'	háu ɛ̀	'the girdle'
5. tso	'tree'	tsó	'the tree'	tsó ɛ̀	'the tree'
6. ablé	'corn'	ablé lɛ̀	'the corn'	ablé ɛ̀	'the corn'
7. adṹŋ̀	'monkey'	adṹŋ̀ lɛ̀	'the monkey'	adṹŋ̀ ɛ̃̀	'the monkey'

Drill 39: Repeat

1. etsɛ	'his father'	etsɛ́ lɛ̀	'his father'	etsɛ́ ɛ̀	'his father'
2. nyɛ̃	'yesterday'	nyɛ̃́ lɛ̀	'yesterday'	nyɛ̃́ ɛ̀	'yesterday'
3. tɔ	'bottle'	tɔ́ lɛ̀	'the bottle'	tɔ́ ɔ̀	'the bottle'
4. gbɔ̃mɔ̃	'person'	gbɔ̃mɔ̃́ lɛ̀	'the person'	gbɔ̃mɔ̃́ ɔ̃̀	'the person'
5. baa	'leaf'	baá lɛ̀	'the leaf'	baá à	'the leaf'
6. dãã	'alcohol'	dãã́ lɛ̀	'the alcohol'	dãã́ ã̀	'the alcohol'
7. ebí lɛ̀	'his child'	ebí lɛ̀ lɛ̀	'his child'	ebí lɛ̀ ɛ̀	'his child'

Find the two examples of reduced lɛ́ in Lesson Eight, Dialogue 1.

LESSON ELEVEN

Verbs: The Past Tense (cf. Appendix B)

(i) a verb in the Past tense is marked by tone. The verb root does not have an affix.

(ii) The tones of verb roots in the Past tense are regarded as their basic ones, and it is upon these that the roots are grouped into tonal classes. A verb root does not necessarily retain its basic Past tense tone throughout all tenses, but its tones in other contexts are related in fixed ways to the basic tone.

(iii) Past, like Habitual, Progressive and other tense labels, is a grammatical term for the verb forms. Although these terms broadly indicate the notional meaning of the verb in each tense, they cannot indicate every possible use of the verb form.

(iv) The personal pronouns all have low tones when prefixed to a verb root in the Past tense.

Drill 40: Repeat.

1. Emãle.	'He lied.'
2. Elá.	'She sang.'
3. Amẽwɔ.	'They slept.'
4. Moko bo.	'Someone screamed.'
5. Nĩĩ́ là bo.	'Nii dreamt about you.'
6. Tɛtɛ hulú.	'Tetteh jumped.'
7. Osófó̩ lɛ̀ sɔle.	'The priest prayed.'
8. Yoó lɛ̀ pása èhe.	'The woman gossiped about her.'
9. Sówà kãné nĩĩ̀ lɛ fɛ̃̀ɛ̃̀.	'Sowa read everything.'
10. Migbɔbi baayeló̩ lé.	'I hunted the buck.'

Drill 41: Repeat.

1. Mĩnã bo yɛ dzémɛ̃́.	'I saw you there.'
2. Wɔnã amɛ̃ yɛ dzémɛ̃́.	'We saw them there.'
3. Ebí lɛ̀ da.	'Her child looks big.'
4. Ele lɛ.	'He knows him.'
5. Ehoó lɔ̀o pii.	'She cooked a lot of meat.'
6. Etã́ lɛ̀ adesã́.	'She told him a story.'
7. Mĩfeé dĩŋ̩ŋ̩.	'I kept quiet.'
8. Miba bíɛ̀ nyɛ̃́.	'I came here yesterday.'
9. Mĩho mitá ʃí.	'I settled myself in a seat.'
10. Mi mikɔ́ wɔ̀ló lé.	'I am the one who took the book.'

Drill 42: Repeat.

1. Wɔtee Gã́ãnà̀ nyɛ̃́sɛɛ áfi.	'We went to Ghana last year.'
2. Wɔnã mɛ̃́ĩ pii yɛ dzémɛ̃́.	'We saw many people there.'
3. Wɔya-ŋã́ mà̃-ŋtsé lé.	'We went and greeted the chief.'

4. Ehéle wɔ̀ hɛ̃mɛ̀ɛ̃. 'He welcomed us and made us feel at home.'

5. Wɔkɛɛ́ lɛ̀ akɛ̀ wɔ̀dzɛ Amɛ́rìkà. 'We told him that we had come from the U. S.'

6. Wɔbí lɛ̀ nĩbiì pii. 'We asked him many questions.'

7. Egba wɔ nɔ̃́fɛ̃ɛ̃nɔ̃. 'He told us everything.'

8. Ehe dzɔ. 'He is a gentleman.'

LESSON TWELVE

Dialogue: Names.

A: Ófàí ↘nɛ̃́. Té àtsɛ́ɔ̀ nãkãĩ nũṹ lɛ̀ tɛ̃ɛ̃↘.
'Excuse me. What is that man called?'

B: Atsɛ́ɔ̀ lɛ Ataá Kòfí.
'He is called Ataa Kofi.'

A: Mɛ̃́nì etsṹɔ̃̀.
'What work does he do?'

B: Draívà dzí lɛ̀.
'He is a driver.'

A: Nĩ ebí lɛ̀ hũ↘?
'And what about his son?'

B: Atsɛ́ɔ̀ lɛ Sówà. Eyeɔ méèti ehã́ã̀ etsɛ.
'He is called Sowa. He works as a mate for his father.'

A: Nĩ eŋã́ lɛ̀?
'And his wife?'

B: Aá Dèdé, lóo Àkwélɛ̀nyɛ̀. Ehɔ̃́ɔ̃̀ nĩì yɛ dzrá lɛ̀ nɔ̃.
'Madam Dede, or Akwele's Mother. She is a petty-trader in the market.'

Vocabulary

1. ófàí↘ nɛ̃́.	'please', 'excuse me'	7. dzí.	'is'
2. tsɛ́.	'to call'	8. nĩ.	'and'
3. nãkãĩ.	'that'	9. hṹ.	'also'
4. mɛ̃́nì.	'what?'	10. ye.	'to work as'
5. tsṹ.	'to work'	11. méèti.	'mate' (driver's assistant)
6. draívà.	'driver'	12. hã́.	'for'; 'to give to'

13. lóo. 'or'

14. hɔ̃ɔ̃́↘. 'to sell'

15. yɛ. 'at'

16. nĩ́ĩ̀. 'things', 'wares'

17. dzra. 'market'

18. nɔ̃. 'on'

Notes

1. Ga personal names are given according to a clearly defined system. If one knows the system, one can infer certain facts about a person from his name.

2. Day names are names given to people according to the day of the week on which they are born.

Day	Male Name	Female Name
Sunday	Kwaʃí	Ákoʃia
Monday	Kodzó	Ádzua
Tuesday	Kwaɓlã	Áblã
Wednesday	Kwakú	Akúȧ
Thursday	Kwao	Ábȧ
Friday	Kofí	Áfua
Saturday	Kwaámĩ̀ (Kwami)	Ámȧ

3. Order names are given according to the order of birth of children of the same parents, counting boys and girls separately:

Order	Male Name	Female Name
1st	Tɛté	Dedé
2nd	Tɛtɛ	Kɔkɔ́
3rd	Mɛ̃ńsã̀	Káȉ

4. Special sets of names indicate certain special circumstances. For instance, these are the names for twins and single children born after twins:

	Order	Male	Female
The Twins:	1st	Okó; Akwétė	Akwélė
	2nd	Akúètɛ	Akuɔ́kɔ̀
After Twins:	1st	Táywȉa (Tawia)	Táywȉa (Tawia)
	2nd	Ágo	Ágo
	3rd	Abã́ŋ	Abã́ŋ

(Children born after twins use the same names, irrespective of sex.)

5. Clan names, however, are the most important names. Each clan has 2 sets of names: the generation bearing one set give the second set to their children; these children in turn give the first set (the names of their father's generation) to their children. The Gas are patrilineal.

ASERE CLAN NAMES: (Aśrɛ̃ in Accra, Klãnãã in Labadi)

	SET ONE		SET TWO	
Order	Male	Female	Male	Female
1	Kɔ́ɔ̀té (Kotey)	Deí	NĪ́kwɛ̀i (Nikoi)	Adeí
2	Kɔ́tɛ̀í (Kotei)	Kúɔ̀kɔ́	Amɔ̃ŋ (Amon)	Kútɔ̀ɔ́kɔ̀
3	Aʃí	Koókɑ̀ɑ̀le	Dzɑ̃ɑ̃ní (Dsani)	Kɔ́tɛ̀íkɑ́í
4	Aʃale	Kúɔ̀tsoó	Afútu	Kɔ́tɛ̀ítsɔ̀o

ÁGBAWE CLAN NAMES: (Labadi)

	SET ONE		SET TWO	
Order	Male	Female	Male	Female
1	Okpoti	Adzélé	Adzeí	Atswé́í
2	Akpɔ́	Adzɔ́kɔ̀	Sówà	Ayɔkɔ́
3	Kweí	Adzékɑ́í	Laasé	Kɑ́í
4	Boí	Adzétsɔ̀o	Ánãŋ	Tsotsóo

6. Vocative Enclitics: When calling people far away by shouting out their names (e. g. to children at play, to come home), a calling signal is added to the names, and is prolonged as necessary. The signal is éeꜜ... after a name ending on a low tone, and óoo...↘ after a name ending on a high or mid tone. Examples:

Examples: 1. Kofí oooꜜ. 2. Sówà éee.

Drill 43: Call the following people to come, using the appropriate calling signal: (m., f., indicate male, female names respectively.)

1. Ádɛ̀.	(m)	4. Aʃale.	(m)	7. Ámã.	(m)
2. Adeí.	(f)	5. Akwélényɛ̀.	(f)	8. Booba	(m, f)
3. Táwía.	(m, f)	6. Ámɑ́.	(f)		

LESSON THIRTEEN

Verbs: The Habitual Tense

(i) A verb in the Habitual tense is marked by the suffix /ɔ/. The suffix has the form /a/ when the final vowel of the root is /a/. The suffix is nasalised if the root vowel is nasal.

(ii) The Habitual tense suffix has low tone, but this tone is assimilated to mid when it occurs between two high tones.

Drill 44: Repeat.

1. Emã́leɔ̀.	'He tells lies.'
2. Eláà.	'She sings.'
3. Edáà mĩ̀ŋ gbéɔ̀.	'He is a loud-mouth.'
4. Nĩ́ĩ́ làa dáa mã̀ŋkɛ̃́.	'Nii dreams every night.'
5. Gbɔ̃mɔ̃́ lɛ̀ sɔleɔ ʃii énù̀mɔ̃ dáa gbĩ̀.	'The fellow prays five times daily.'
6. Atséɔ̀ lɛ Tɛtɛ.	'His name is Tetteh.'
7. Yoó lɛ̀ tɔ́kèɔ.	'The woman is fond of grumbling.'
8. Yoó lɛ̀ pásaà.	'The woman gossips.'
9. Mɛ̃́nɛ̀ fɛ́ɔ̀ lɛ.	'What ails him?'
10. Eʃwiɔ mɔ̃.	'It's fattening.'

Drill 45: Repeat.

1. Emã́leɔ̀ wɔhe dáa nɛ́ɛ́.	'He is always misrepresenting us.'
2. Mɛ̃́nɛ̀ gbéɔ̀ nɛ̃́kɛ̃́.	'What is that loud noise?'
3. Eláà waa.	'She is an excellent singer.'
4. Eláá lalài śrɔ̀toiśrɔ̀toi.	'She sings songs of many different types.'
5. Nĩ́ĩ́ làa gbɔ̃mɛ̃́ĩ́ śrɔ̀toiśrɔ̀toi.	'Nii dreams about all sorts of people.'
6. Nĩ́ĩ́ làa dáa mã̀ŋkɛ̃́.	'Nii dreams every night.'
7. Tɛtɛ hulúɔ̀ tsɔ̃́.	'Tetteh jumps too much.'
8. Yoó lɛ̀ tɔ́lèɔ tsɔ̃́.	'The woman is too fond of grumbling.'
9. Nṹṹ lɛ̀ tɔ́kèɔ fe eŋã́ lɛ́.	'The man complained more than his wife.'
10. Tɛtɛ tṹmɔ̃̀ɔ̃̀ kɛ hewalɛ.	'Tetteh jumps with all his strength.'

Drill 46: Insert in the sentences below the Habitual tense form of the verbs given in parenthesis.

1. E_____ ʃìká. (fa. 'lend'; 'borrow') 'He is a moneylender.'

2. Gbeé nɛ̃̀ɛ̃̀ _____ dáa afi. (fɔ́. 'give birth') 'This dog has puppies every year.'

3. Nyɔ̃ŋmɔ _____ wàa yɛ bíɛ́. (nɛ̃. 'to rain') 'It rains heavily here.'

4. Kofí _____ nɪ̃̀ɪ̃̀ oyá. (kɑ̃́nɛ́. 'to read') 'Kofi reads fast.'

5. Kofí_____ wɔ̀lo oyá. (kɑ̃́nɛ́. 'to read') 'Kofi reads books fast.'

6. Nɑ̃́mɔ̀̃ _____ bɔ̀ fe lɛ. (sʊ̃mɔ̃. 'to love') 'Who loves you more than she does?'

7. Nɑ̃́mɔ̀̃ _____ bɔ̀ fe lɛ. (sʊ̃́mɔ̃. 'to serve') 'Who serves you better than she does?'

8. Gbɔ̃mɔ̃ _____ kɛ́ etɔ̀ lɛ. (hákʊ́. 'yawn') 'A person yawns when he is tired.'

Drill 47: Repeat. Habitual tense forms are underlined.

1. Atsɛ́ɔ̀ lɛ Kofí. 'His name is Kofi.'

2. Etsɔ̃́ɔ̃́ nɪ̃̀ɪ̃̀ yɛ yunivésɪtɪ́ lɛ́. 'He teaches at the university.'

3. Ekasɛ́ɔ̀ nɪ̃́ɪ̃́ daa gbɛkɛ̀. 'He studies every night.'

4. Míyàa Gã dáa Hɔ̀gbaa. 'I go to Accra every Sunday.'

5. Míyàhɛ́ɔ̀ nɪ̃̀ɪ̃̀ yɛ dzrá lɛ̀ nɔ̃. 'I shop in the market.'

6. Amɛ̃̀tswaa wɔ tɛlifóŋ̀ dáa gbɪ̃̀. 'They call us on the telephone every day.'

7. Mɛ́nɪ̃̀ etsʊ̃́ɔ̃̀? 'What work does he do?'

8. Egbuɔ tsɪ̃nɑ̃́ àbʊ̃ɪ̃́ yè Pókóase. 'He is a veterinary doctor at Pokoase.'

LESSON FOURTEEN

Some Tonal Changes

1. lɛ́ : The syllable immediately preceding the phrase-closing particle lɛ́ always has a higher pitch than that of lɛ́ . A syllable that has low tone in other contexts therefore has high tone if it happens to precede lɛ́ in the stream of speech. The high tone of lɛ́ when in isolation is therefore realised as mid tone when not in isolation. This mid tone is not affected when in final position. In medial position, however, it can be assimilated to the low tone of the syllable that follows it.

Drill 48: Repeat Drill 39 of Lesson Ten. Notice the tonal changes in all phrases except numbers 3, 4 and 6.

Drill 49: Repeat. Notice the tonal similarities (and differences) traceable to the fact that different words can precede lé.

1. Wó lé wɔ̀baáyà. (wɔ. 'we') 'As for us, we will go.'

2. Wó lé, wɔ̀baáyà. (wó. 'tomorrow') 'Tomorrow, we will go.'

3. Ebíyɔ̀ó lé. (bí. 'child'; yoo. 'female'; e. 'his') 'His daughter.'

4. Ebí yɔ̀ó lé. (bí. 'to ask'; yoo. 'female'; e. 'he') 'He asked the woman.'

5. Ebí lé bi lé. 'His child's offspring.'

6. Ebí lɛ̀ bí lɛ̀. 'His child asked him.'

2. dzí . 'to be'. Except in combination with certain connectives, dzí is always immediately preceded by a lower pitch than its own. This lower pitch takes the form of the high-to-low glide ↘ when the syllable preceding dzí has high tone. The same applies to a mid tone, but a mid tone syllable can in this context also be assimilated to low.

Drill 50: Repeat.

1. Ebí↘ dzí lɛ̀.	'She is his child.'
2. Draívà dzí lɛ̀.	'He is a driver.'
3. Nɔ́nĩ mĩmɛ̀ɔ̃ dzí ʃlká.	'What I am waiting for is money.'
4. Gbékɛ̀↘ dzí mɔ̀nĩ́ fèé↘.	'Junior was the one who did it.'
5. ʃítɔ↘ dzí nokó nĩ mĩsɔ̀mɔ̃ɔ̃ waa.	'Pepper is something I like very much.'

3. nɛ́: 'to be this'. The same tonal changes occur before nɛ́ as before dzí.

Drill 51: Repeat.

1. Ebí↘ nɛ́.	'This is his child.'	4. Gówá↘ nɛ́.	'This is guava.'
2. Ófàí↘ nɛ́.	'Please; excuse me.'	5. Hénĩ mãwɔ̀ nɛ́.	'This is where I shall sleep.'
3. Gbogbo nɛ́.	'This is a wall.'	6. Bonĩ́ dzí↘ nɛ́.	'That's the way it is.'

LESSON FIFTEEN

Verbs: Progressive Tense.

(i) A verb in the Progressive Tense is marked by the prefix mĩĩ (written ĩ́ after the 1st person singular pronoun mĩ).

(ii) In speech, the Progressive Tense prefix is reduced to ŋ or a nasal homorganic with the succeeding consonant. In slow speech, mĩŋ is a variant of mĩĩ.

(iii) After the 2nd and 3rd person singular pronouns, the Progressive Tense prefix has the same form as the pronoun.

Drill 52: Repeat these sentences. Progressive tense forms are underlined.

1. Eeye dɔ́ktà yɛ Tɛma. 'He is serving as a doctor at Tema.'

2. Ootsĩ mĩ́hĩ̀ɛ̃̀. 'You are blocking my line of vision.'

3. Ootsĩɛ́ èhĩ́ɛ̃̀. 'You are disturbing her sleep.'

4. Nṹṹ lɛ̀ mĩĩba ékɔ́ŋŋ. 'The man is coming again.'

5. Kɛ́ èewié lɛ́, bó lɛ̀ toí. 'When she is speaking, listen to her.'

6. Nĩ́ èeŋmã nĩ́ĩ́ lɛ́, kàábi lɛ̀ dãã̀. 'Since she is writing, don't ask her yet.'

Drill 53: Insert the Progressive tense form of each verb in the sentence given. (Root-final mid tones are assimilated to low by immediately following low tones in the sentence.)

Example: Wɔ _____ Gã. (ya). Wɔmĩĩya Gã. 'We are going to Accra.'

1. E _____ ʃìká mĩ̀ŋ. (ʃwɛ́) 'He is squandering money.'

2. Nyɔ̃ŋmɔ _____ wàa yɛ dzɛ́mɛ̃́. (nɛ̃) 'It is raining very heavily there.'

3. Amɛ̃ _____ àmɛ̃tsɛ. (fó) 'They are lamenting their father.'

4. Míhè _____ mɪ́. (tĩtĩ́) 'I am on tenterhooks.'

5. Kofí _____ wòlo. (kã́nɛ̀) 'Kofi is reading a book.'

6. Kofí _____ nĩ́ĩ́. (kã́nɛ̀) 'Kofi is reading.'

7. Mí _____ bɔ̀. (sumɔ̃) 'I love you.'

8. Moko _____ sɔ́ŋŋ. (tsĩ́nɛ̀) 'Someone keeps sneezing.'

Drill 54: Repeat.

1. Mĩ́ĩyɑ́. 'I am going.'

2. Mĩ́ĩyɑ́ ʃĩɑ́. 'I am going home.'

3. Mĩ́ĩyà Gã. 'I am going to Accra.'

4. Mĩ́ĩmɪ́. 'I am waiting.'

5. Mĩ́ĩmɛ̃́ lɔlɛ̀. 'I am waiting for a lorry.'

6. Mĩĩmɛ̀ nyɛ̃. 'I am waiting for you.'

7. Mĩĩkpa. 'I am giving it up.'

8. Mĩĩkpa niʃɛlemɔ̀. 'I am giving up smoking.'

9. Mĩĩkpa dàãnumɔ. 'I am stopping drinking.'

LESSON SIXTEEN

Dialogue: Asking for Words.

A: Té àtsɛ́ɔ̀ enɛ̃ yɛ̀ Gã mĩŋ tɛ̃́ɛ̃̀. 'What is this called in Ga?'

B: Énɛ̃̀, áloo enɛ̃. 'This, or this?'

A: Énɛ̃. 'This.'

B: Atsɛ́ɔ̀ lɛ kãné. 'It is called kané.'

A: *Kãnɛ̃́.....Kãnɛ́.....?

B: Daabí. Kané. 'No. Kãné.'

A: Kãné.

B: ɛhɛ̃́ɛ̃. Kãné. 'Yes. Kãné.'

A: Té àtsɛ́ɔ̀ finger yɛ̀ Gã mĩŋ tɛ̃́ɛ̃̀. 'What is finger called in Ga?'

B: Atsɛ́ɔ̀ lɛ waó. 'It is called waó.'

A: Té àkɛ́ɔ̀ akɛ́ The man lit a lamp yɛ̀ Gã mĩŋ tɛ̃́ɛ̃̀.

'How does one say The man lit a lamp in Ga?'

B: Akɛ́ɔ̀ akɛ́: Nùũ lɛ̀ su kãné. 'One says: etc.'

A: Té àkɛ́ɔ̀ akɛ́ The man bought three lamps yɛ̀ Gã mĩŋ tɛ̃́ɛ̃̀. 'How, etc.'

B: Akɛ́ɔ̀ akɛ́: Nùũ lɛ̀ hé kãnéí etɛ̃́. 'One says, etc.'

Vocabulary

1. énɛ̃.	'this'	5. ákɛ́.	'that'
2. áloo.	'or'	6. su.	'to light'
3. kãné.	'lamp', 'light'	7. hɛ́̀.	'to buy'
4. kɛɛ́̀.	'to say'	8. étɛ̃́.	'three'

Notes:

1. tsɛ́ 'to name, to call'; kɛɛ́↘ 'to say':

(i) tsɛ́ is used in asking for or giving the names of entities, the equivalents of nouns and noun phrases in English.

(ii) kɛɛ́↘ is used in asking for or giving the equivalents of other single words or phrases and sentences in English.

Drill 55: Elicit the Ga equivalents of the English words and phrases, substituting the given forms in the appropriate frames.

Frame A: Asking.

(i) Té àtsɛ́ɔ̀ _____ (yɛ̀ Gã mĩŋ) tɛ̃́ɛ̃↘.

(ii) Té àkɛ́ɔ̀ (akɛ̀) _____ (yɛ̀ Gã mĩŋ) tɛ̃́ɛ̃↘.

(Phrases in brackets are optional.)

Frame B: Answering.

(i) Atsɛ́ɔ̀ lɛ _____.

(ii) Akɛ́ɔ̀ akɛ̀ _____.

1. 'finger'	waó.	9. 'yes'	ɛhɛ̃́ɛ̃.
2. 'arm'	nĩne.	10. 'eye'	hĩ́ŋmɛ̀i.
3. 'Come here.'	bá biɛ̀.	11. 'thank you'	óyìwala dɔ̃́ŋŋ.
4. 'shoulder'	kɔ̃ɔ̃́ŋ.	12. 'again'	ékɔ̀ŋŋ.
5. 'It doesn't matter.'	éfɛ̀e nɔkɔ̀.	13. 'legs'	nadzĩ.
6. 'head'	yítsɔ̀.	14. 'tongue'	líléi.
7. 'ear'	tɔí.	15. 'How do you do?'	Té ɔyɔ́ɔ̀ tɛ̃ɛ̃.
8. 'no'	daabí.		

LESSON SEVENTEEN

Nouns: Tonal Classes

In most sentences, most nouns retain their Statement citation tones, both for singular and plural forms. Differences between sentence-included tones of nouns and their Statement citation tones are mostly (i) tonal assimilations by certain immediately following words (cf. Lesson Fourteen); or (ii) tonal assimilations by immediately following tones (e.g. a low tone assimilating a preceding mid tone to low).

Since a syllable has only one tone, the tonal classes recognized for words depend on the number and kind of syllables in the words. Ga syllables are of 2 kinds: (i) V (ii) CV.

A V syllable consists of a single phoneme. This phoneme can be (a) any vowel, (b) any nasal consonant.

A CV syllable consists of one vowel phoneme preceded by one consonant phoneme. For this purpose, labialised, labial velar and similar consonants represented with digraphs and trigraphs are regarded as single consonant phonemes. The consonant l, however, is always a single consonant phoneme and therefore does not belong to the same syllable as an immediately preceding consonant phoneme.

Monosyllabic Nouns: These are all of syllabic shape CV, but of 2 tone classes: (i) High (ii) Low

Examples:	High		Low	
	bí,	'child'	ta.	'war'
	tɛ́.	'stone'	gbɔ.	'stranger, guest'
	kpɔ́.	'knot'	ŋmɔ̃.	'farm'
	ŋmé.	'palm-nut'	tso.	'tree'
	gbɛ̃́.	'pimple'	gã.	'Ga'
	ʃɛ̃́.	'sugar-cane'		

Disyllabic Nouns: Singular nouns. All 5 possible tone classes occur: (i) High-High; (ii) Low-Low; (iii) High-Low; (iv) Low-High; (v) High-Mid

In syllabic composition, they are of 3 kinds:

(a) V CV (most frequently tone class iv)

(b) CV V (most frequently tone class ii)

(c) CV CV (most frequently tone class iv)

Examples:

(a) V CV: the first syllable of such nouns is either a, e, o, or a homorganic nasal:

(i) High-High: áfi. 'year'; énɛ̃. 'this thing'; ótsi. 'week'.

(ii) Low-Low: ŋʃɔ. 'sea'; agba. 'stall'; age. 'velvet'.

(iii) High-Low: énɔ̃̀. 'two'; édzwɛ̀. 'four'.

(iv) Low-High: abɛ́. 'proverb'; agbó. 'gate'; ayɛ́. 'witch;
ŋkɯ̃. 'shea-nut butter'; omɔ̃. 'rice'; ohá. 'hundred'.

(v) High-Mid: ékɔ̀. 'some'; étɛ̃̀. 'three'.

(b) CV V: the second syllable of such nouns, when a nasal consonant, is always written ŋ .

(i) High-High: búu. 'mosquito-net'; háu. 'girdle'; ʃía. 'sand'.

(ii) Low-Low: dãã. 'drink'; baa. 'leaf'; ŋoo. 'salt';
dzɔɔ. 'valley'; ŋwɛ̃ĩ. 'sky'; gɔ̃ŋ. 'mountain';
mãŋ. 'town'; tsɛ̃ŋ. 'beard'.

(iii) High-Low: láò. 'bedsheet'; méò. 'sixpence'.

(iv) Low-High: gbeé. 'dog'; faí. 'hat'; sɛ̃ĩ́. 'chair'.

(v) High-Mid: dzwɛ́ì. 'grass'; dɯ̃́ŋ̀. 'darkness'.

(c) CV CV:

(i) High-High: ʃítɔ. 'pepper'; sɯ̃ne. 'pillow'; kítã. 'oath'.

(ii) Low-Low: wolo. 'book'; gbɔmɔ. 'human being'; sãne. 'story';
papa. 'fan'; lɛlɛ. 'boat'.

(iii) High-Low: sísà. 'ghost'; tɯ̃mò 'rubbish dump'; gbɛ́kɛ̀ 'evening'.

(iv) Low-High: ʃwãné. 'afternoon'; dadé. 'iron'; nyɔ̃ŋmã́. 'ten';
sɛkɛ́. 'madness'; ʃiká. 'money'; mãmá. 'cloth';
dekã́. 'leisure'; fufɔ́. 'breast'; musú. 'taboo'.

(v) High-Mid: gbékɛ̃̀. 'child'; gówà. 'guava'; gúgɔ̃̀. 'nose'; lálà. 'song'.

(N.B. The citation-final mid tones of gbékɛ̃̀ 'child', gówà 'guava', are not assimilable to a following low; those of the other nouns are.)

Drill 56: Choose a suitable Drill in Lessons One through Six. Group the nouns according to tone types.

LESSON EIGHTEEN

1. Nouns: Singular and Plural (cf Appendix A) Most nouns in Ga have Singular (for one) and Plural (for more than one) forms. There are several types of Plural forms, and Appendix A shows how each of these is related to the corresponding Singular form. The formulaic representations there mean, e.g.

(1) The plural of most nouns is the singular form with a suffix -i . The tone of the -i suffix is low when in contact with a low tone, but mid when in contact with a high.

(2) Some nouns have a change of vowel before suffixing -i.

(3) Some nouns lose a syllable before suffixing -i.

(15) and (16) Some nouns have only one form, either a Singular or a Plural.

Drill 57: Consult the formulas given in the Appendix to find the plurals or the singulars of the following nouns:

1. tsɔ̃ɔ̃́lɔ̀. 'teacher' (1)
2. éyɛ̀ŋ. 'a white thing' (6)
3. lɔ́lè. 'lorry, truck' (1)
4. nũṹ. 'man' (14)
5. nyɛ̃kwɛ̃́. 'aunt' (9)
6. f́lɔ̀. 'hole' (7)
7. wobíì. 'bees' (1)
8. baa. 'leaf' (1)
9. tsɛkwɛ̃́. 'uncle' (9)
10. lálài. 'songs' (1)

Drill 58: Find the plurals of the following nouns.

1. bú. 'hole' (1)
2. búu. 'mosquito-net' (1)
3. nũ. 'water' (1)
4. yɛlɛ. 'yam' (7)
5. sũ. 'soil' (1)
6. loo. 'fish' (1)
7. sísà. 'ghost' (1)

(2) Noun Plurals with suffix -mɛ̃: (cf. Appendix A, Nos. 9 and 17b). The words in this group are mostly kinship terms, personal nouns and names of tribes.

In present day practice, the plural suffix of this group is always written -mɛ̃ĩ. Mɛ̃ĩ as a plural ending not having a variant spoken form does indeed occur in 2 words (cf. Appendix A, No. 11), though the structure of these words is perhaps better represented as Prefix + Root rather than Root + Suffix. Mɛ̃ĩ as an independent word is the plural form ('persons', 'people') corresponding to the singular word mɔ̃ (cf. Appendix A, No. 2).

The plural suffix of this group is, however, in this course written and pronounced -mɛ̃, as in Appendix A. This is the form that native Ga speakers consistently use, except in very slow speech or when they have other reasons for wanting to be hyper-correct. Evidence that mɛ̃ is not merely a slovenly or substandard colloquial variant of mɛ̃ĩ but a true suffix is found in the different tonal behavior of the two forms.

MɛĨ, both as an independent plural word and as the putative plural ending, always has low tone.

Mɛ̃ is tonally assimilated to its environment: it has low tone when in contact with a low tone; it has mid tone only when in contact with a high tone.

The tonal behavior of mɛ̃ is exactly that of -i and -dzĨ, the two plural endings whose suffixal status is impeccable and which between them are the most productive plural suffixes in Ga. This tonal behavior is also exactly that of most other suffixes (to nominal and verbal roots) in Ga.

Drill 59: Repeat the following phrases:

1. Gãnyo.	'a Ga'.	5. Gãmɛ̃ abíi̇.	'true-born Gas'.
2. Gãmɛ̃.	'Gas'.	6. Fãntényò.	'a Fanti'.
3. Gã bíi̇	'Accra people'.	7. Fãntémɛ̃̇ fɛ̃ɛ̃	'all Fantis'.
4. Gãnyo bí	'a true-born Ga'.	8. MɛĨ asãne gbáa ènãa.	'Other people's problems do not worry him'.

Drill 60: Find the plural forms of the following singulars:

1. tsɛkwɛ̃́.	'uncle'	6. ʃĩ̀ãtsɛ.	'houseowner'
2. nyɛ̃kwɛ̃́.	'aunt'	7. helatsɛ.	'sick person'
3. nĩĨ.	'grandfather'	8. ʃikátsɛ̀.	'rich man'
4. nãã.	'grandmother'	9. nṹ-ɲtsɔ̀	'master'
5. mã-ɲtsɛ.	'chief'	10. nããnyo.	'friend'

LESSON NINETEEN

1. Cardinal Numbers: The numeral word, used with a noun, follows the noun it describes. The numeral words are:

1	ékȯ (counting form), ékòmé,	5	énũ̀mɔ̃.	8	kpaanyɔ̃
2	ényɔ̀.	6	ékpàa.	9	nɛ̃ɛ̃hṹ.
3	étɛ̀̇.	7	kpawo.	10	nyɔ̃-ɲmã́.
4	édzwɛ̀.				

When used with a noun, 1 ékòmé has the form komé.

Drill 61: Substitute the given numerals for those in the sentences below.

1. Wɔnã yei ényɔ̀.	'We saw two women.'
étɛ̃́	'three'
2. Ehé mãmáí edzwè.	'She bought four cloths.'
ékɔ̀mé	'one'
3. Etsĩ́nè ʃii étɛ̃́.	'He sneezed three times.'
ékpàa	'six'
4. Mãŋtsɛ́ lɛ̀ mã tsũĩ énɔ̀.	'The chief built two houses.'
nyɔ̀ŋmã́	'ten'
5. Kodzó yè bíyèi nɛ̃ɛ̃hṹ.	'Kodzo has nine daughters.'
énũ̀mɔ̀	'five'
6. Hĩĩ kpawo tre lè.	'Seven men carried him.'
kpaanyɔ̀	'eight'

2. Pronouns: Possessive forms: The affixal forms of the personal pronouns can be prefixed to noun words to indicate the idea of possession. These prefix forms are the same as those used with verbs.

	Full form	Affixal form	
'I, me'	mi	mĩ́-, m̀-, ǹ-, ŋ́-	'my'
'you' (sg.)	bo	ó-, ò-	'your' (sg.)
'he, him, she, her, it'	lɛ	e-	'his, her, its'
'we, us'	wɔ	wɔ-	'our'
'you' (pl.)	nyɛ̃	nyɛ̃-	'your' (pl.)
'they, them'	amɛ̃	amɛ̃-	'their'

Drill 62: Repeat:

1. Mígbɛ lɛ̀ da.	'My water-pot is a big one.'
2. Míwù édzè kpo.	'My husband has gone out.'
3. Mítsè tsé mí.	'My father called me.'
4. Ógbèé lɛ̀ miibólɔ́.	'Your dog is barking.'

5. Ógbèe ŋɔ̃ɔ̃́ˋ. 'Your voice is pleasant.'

6. Emãmáˋ nɛ̃́. 'This is her cloth.'

7. Eye wɔgówà lɛ́ fɛ̃ɛ̃. 'He ate all our guava.'

8. Tsɔ̃ɔ̃́mɔ̃ mì nyɛ̃ʃɪ̃́ɪ̃́ lɛ́. 'Show me your house.'

9. Tsɔ̃ɔ̃́mɔ̃ mì nyɛ̃tsũ heé lɛ́. 'Show me your new building.'

10. Mĩnã amɛ̃tsɛ. 'I saw their father.'

11. Amɛ̃dzo amɛ̃dzoó lɛ́. 'They did their dance.'

3. Nouns: Possession

(i) A possessive pronoun prefixed to a noun that initially has a V syllable replaces the V syllable.

(ii) The order in a possessive phrase of 2 nouns is Possessor Noun + Possessed Noun.

(iii) When the Possessor Noun is a plural form, the possessive structure is marked by a syllable a- prefixed to the Possessed Noun.

(iv) When the Possessor Noun is a singular form, the possessive structure is marked overtly only by the juxtaposition of nouns.

Drill 63: Repeat:

1. akwadú; ókwàdú. 'banana; your banana'.

2. ŋkɛ́tɪ́ɛ; ŋ́kɛtɪ́ɛ. 'peanuts; my peanuts'.

3. akutú; ekutú. 'orange; his orange'.

4. omɔ̃́ lɛ̀ ŋɔ̃ɔ̃́ˋ; ómɔ̃ lɛ̀ ŋɔ̃ɔ̃́ˋ. 'the rice tastes good; your rice tastes good'.

5. mfonɪ̃́ɪ̃; ófònɪ̃́ɪ̃. 'photograph; your photograph'.

6. ohĩã́; amɛ̃hĩã́. 'poverty; their poverty'.

7. okadí; wɔkadí. 'mark; our mark'.

8. adékà; nyɛ̃dékà. 'box; your box'.

9. éŋmɔ̃́mĩ; míŋmɔ̃́mĩ. 'okro; my okro'.

10. agbó; ógbo. 'gate; your gate'.

Drill 64: Repeat:

1. Sówà mãmĩ́.	'Sowa's mother'
2. Sówàmɛ̃ amãmĩ́.	'mother of the Sowas.'
3. yoómo sãne.	'old woman's way of thought.'
4. yeímedzì asãne.	'old wives' tales.'
5. sódzàfóì atsũĩ.	'barracks'
6. loóɾ̀lɛ̃ fĩdzĩ.	'bird's wings'

LESSON TWENTY

Dialogue: Outdooring.

A. Ónũ̀ kpodziémɔ̃̀ lɛ̀ he?
'Have you heard about the outdooring?'

B. ɛ̃hɛ́ɛ̃́. Atsṹ àbakɛɛ́ mĩ̀.
'Yes. Someone was sent to tell me.'

A. Obaáyà?
'Are you going?'

B. ɛ̃hɛ́ɛ̃́. Bo hṹ òoya?
'Yes. Are you?'

A. ɛ̃hɛ́ɛ. Kɛ́ òte ʃĩ mãŋkɛ̃́ lɛ̀, tsɛ́ mĩ̀.
'Yes. When you wake up in the night, call me.'

B. Mátè ʃĩ mlã.
'I'll get up early.'

A. Míyadzìe kpɔ́ mãhã minyɛ̃́mĩmɛ̀ lɛ̀. Amɛ̃miiya nĩ́tsũmɔ̃.
'I am going to outdoor for my brothers. They are going to work.'

B. Mĩ hṹ nàkãĩ nɔ̃́ŋŋ.
'I am doing the same.'

Vocabulary

1. nũ.	'to hear'	6. kɛ́.	'if, when'
2. kpodziémɔ̃.	'outdooring ceremony'	7. te ʃĩ.	'get up, wake'
3. he.	'about'	8. mãŋkɛ̃́.	'night'
4. tsṹ.	'to send'	9. mlã.	'early'
5. hṹ.	'too, also'	10. nĩtsũmɔ̃̀.	'work'

Notes

1. Outdooring is an important ceremony performed for a newborn child on the 8th day after birth.

2. The Day:

(i) The Ga names for the days of the week are:

Monday	Dzú	Friday	Sohaa
Tuesday	Dzúfɔ̀	Saturday	Hɔɔ
Wednesday	ʃɔ̀	Sunday	Hɔgbaa
Thursday	Soo		

(ii) Expressions for different parts of day and night are:

leébi̋. 'morning'; leébi̋ mãŋkpa. 'very early in the morning'

ʃwãné. 'noon, afternoon'; ʃwãné fĩntĩŋŋ. 'the hottest part of the afternoon'

gbɛ́kɛ̀. 'evening'; gbɛ́kɛ̀ tũ̀ŋŋ 'late in the evening'

mãŋkɛ̃. 'night'; mãŋkɛ̃ ḿlã 'early morning before dawn.'

wú gbɛ̀ɛ́mɔ̃̀. 'at cockcrow'; dzetsélèmɔ̃. 'dawn'.

(iii) Some other expressions of time are:

ŋmɛ́nɛ̃̀.	'today'	nyɛ̃.	'yesterday'
nyɛ̃sɛɛ.	'in the past; ago'	wɔ́	'tomorrow'
		wɔ́sɛ̀ɛ.	'in the future'

LESSON TWENTY ONE

Verbs: Tonal Classes: (cf. Appendix B)

Verb roots are classified into tone classes according to the number of syllables in the root and the tones of the root in the Past tense. All roots grouped into one class have the same tonal patterns in all tenses.

Monosyllabic Roots:

(i) These roots all have the syllabic form CV.

(ii) Note that 2 such roots may differ because the vowel of one is oral and the vowel of the other is nasal.

(iii) Note that 2 such roots may have the same consonant and vowel constituents but differ because each belongs to a different tonal class.

(iv) The roots have either High or Low tone, but constitute 3 tonal classes. Class III roots have the same tonal patterns in most tenses as Class II, but in some they have the patterns of Class I.

(v) There are a few dialectal differences among Ga speakers as to the tonal classification of particular roots.

(a) Class I: High

bí. 'to ask' ; bé. 'to quarrel'; fɔ́. 'to give birth to'

ʃwé. 'to play' ; wó. 'to lift' ; dã́. 'to pose'

nyɛ̃́, 'to be able'; dá. 'to race' ; mṹ. 'to submerge'

(b) Class II: Low

bɛ. 'to grip' ; nyɛ̃. 'to hate' ; mũ. 'to breathe'

bã. 'to cut' ; fɔ̃. 'to throw' ; wo. 'to praise'

ba. 'to beg' ; da. 'to be big' ;

(c) Class III: Low

le. 'to know' ; ba. 'to come' ; nũ. 'to hear, understand'

wɔ. 'to sleep' ; ye. 'to eat' ; be. 'to be fully cooked'

Disyllabic Roots:

(i) Syllabic forms: CVV; CVCV. Note that V syllables are never initial in Verb roots.

(ii) Four tone classes:

Class I:	High-High	Class III:	High-Mid
Class II:	Low-High	Class IV:	Low-Low

CV V:

(a) Class I: High-High:

yóo. 'to recognise'

(b) Class II: Low-High:

hoó↘. 'to cook' ; hɔ̃ɔ̃́↘. 'to sell' ; feé↘. 'to do'

wɩ̀é↘. 'to speak' ; gbɛɛ́↘. 'to sound' ; lɛɛ́↘. 'to be wide'

nyĩɛ̃́↘. 'to walk' ;

(c) Class III: High-Mid:

púe̍. 'to emerge'; tĩ́ã̍. 'to pile up'; pĩ́ŋ̍. 'to suffer'

(c) Class IV: Low-Low:

dzwɛ̃ŋ. 'to think' ; hao. 'to molest' ; sɔɔ. 'to catch something in flight'

CV CV:

(a) Class I: High-High:

mã́le. 'to lie' ; tsɔ́se. 'to train' ; sṹmɔ̃. 'to serve'

(b) Class II: Low-High:

pilá. 'to wound' ; tĩtĩ́. 'to scratch'; kasé. 'to learn'

(c) Class III: High-Mid:

sĩ́sɛ̃̍. 'to beg' ; gṹmɔ̃̍. 'to peel' ; súsu̍. 'to calculate'

tsáke̍. 'to change'; fɛ̃́ne̍. 'to untie' ; nĩ́nã̍. 'to catch up with'

kpókpo̍. 'to shiver'

(d) Class IV: Low-Low:

gbɔbi. 'to hunt' ; sɔ̀le. 'to pray' ; sũmɔ̃. 'to love'

Drill 65: Repeat. Identify the verb roots and group them by number of syllables and tone:

1. Efeé dĩŋŋ. 'He became quiet.'

2. Mi mikɔ́ wɔ̀ló lɛ̍. 'I am the person who took the book.'

3. Aʃwié lɛ̀. 'He was sent away.'

4. Etiu amɛ̃. 'He pursued them.'

5. Amɛ̃huu ta. 'They made war.'

Drill 66: Repeat. Identify the verb roots and group them by number of syllables and tone.

1. Ebí lɛ̀ da.	'Her child is big.'
2. Bo hũ̀ ɔoya?	'Are you too going?'
3. Nãmɔ̀ ŋã̀ ʃĩnãã̀ lɛ̀?	'Who closed the door?'
4. Oodzidzé minàa.	'You are annoying me.'
5. Gbékɛ̃bii lɛ̀ miifíte nɔ̃fɛ̃ɛ̃nɔ̃.	'The children are spoiling everything.'
6. Wɔdãmɔ̃ ʃĩ kpɛ́ŋŋ.	'We stood firm.'
7. Amɛ̃yóo mi.	'They recognised me.'

LESSON TWENTY TWO

1. Consonant Clusters with l or r:

(i) l and r are variants of the same sound in Ga. They can replace each other without causing any change in meaning. Only l occurs in word-initial position.

(ii) l and r occur as the final element in certain consonant clusters.

l occurs after Bilabials, Labiodentals, Velars and Labial velars.

r occurs after Alveolars and Palatals.

The above pattern is the Ga norm. However, several words occur that reverse the normal pattern. Thye are for the most part foreign borrowings.

(iii) CLV sequences are disyllabic CVCV sequences in which, in rapid speech, the vowel of the 1st syllable is not heard, i.e. C(V)LV. This happens mostly in those sequences where the vowels of the 2 syllables are the same. The 'missing' vowel is present in slow speech.

(iv) In this course, the tone of the 1st syllable is marked on the C unit when the reduced form CLV is recorded, but marked on the V unit if the full form is used.

Drill 67: Repeat. These are the reduced forms used in rapid speech. Group the nouns and verbs by number of syllables and tones.

1. ablé,	'corn'	2. oblányɔ̀,	'young man'
3. lɔ́ɔ́flɔ̃ lɛ̀ flíkí,	'the bird flew'	4. trema,	'cowrie'
5. flɔ̀,	'hole'	6. mlu,	'dust'

7. mlá.	'law'	8. mlã́.	'early'
9. Àmɛ̃drá.	'they are big'	10. dróm̀ɔ̃.	'good fortune'
11. dɔ̀ra.	'market, price'	12. àtʃwré.	'fist'
13. ŋmlɔ̃.	'laughter'	14. klà.	'spirit'

Drill 68: Repeat. These are the full forms used in slow speech.

1. amɛ̃tálà dzɛmɛ̀	'They are sitting there.'	2. ŋmɛlɛ.	'bell'
3. Efílì kɔ́yɔ̀o.	'He blew out his breath.'	4. hũlũ,	'sun'
5. étsùru.	'red'	6. ŋwãlãmĩ.	'star'
7. Ele selemɔ̃.	'He knows how to swim.'		

LESSON TWENTY THREE

Dialogue: Food

A. Mɛ̃nì abaáyè gbɛkè nɛ́ɛ̀.
'What will we have for dinner?'

B. Abaáyè kɔ̃mì kɛ ʃíto kè kénã̀ŋ.
'We will have kenkey and pepper and fried fish.'

A. Mɛ́ɛ̀ba. Nókloklo bɛ?
'Why? Is there nothing else?'

B. Wónũ̀ yɛ dzémɛ̀, ʃĩ́ mòko bé ni bàáʃi fùfuí.
'There is soup, but there is no one to pound fufu.'

A. Mã́kpa mlã̀ mó nĩ mĩyaʃi.
'I'll close early then and go and do it.'

B. Óò. Éfèe nokò. Ké òsṹmɔ̃ɔ̃ kenã̀ŋ lɛ̀, òbaányɛ̃ òkɛ kɔ̃mì lɛ̀ ayè wonũ̀ lɛ̀.
'Oh. It doesn't matter. If you don't like the fried fish, you can eat the soup with the kenkey.'

Vocabulary

1. kénã̀ŋ.	'fried fish'	7. ʃĩ́.	'but'
2. kɔ̃mì.	'kenkey'	8. ʃí.	'to pound'
3. mɛ́ɛ̀ba.	'why?'	9. bé.	'not to be'
4. nókloklo.	'something else'	10. fufui.	'fufu'
5. wónũ̀.	'soup'	11. kpá.	'to close from work'
6. moko.	'someone'	12. mó.	'then'

Notes

1. Food: 'Kenkey', made from maize, is the staple food of the Gas. 'Fufui', made from tubers such as yam and cassava, is another favorite dish. Some other standard Ga dishes are:

a) fufú: related to fufui.

b) dzĩdzĩ́: related to fufui.

c) kpékɔ̀le: made from maize; a ceremonial dish for the Homowo festival.

d) kélɛ̀wèle: fried plantain chips, eaten like American potato chips or English potato crisps.

e) tátale: fried plantain tarts.

Ga soup contains fish and meat as well as beans, etc. The pepper sauce eaten with kenkey and fried fish is very hot.

2. Verbs: The Future Tense:

(i) A verb in the Future tense is marked by the prefix bàá-.

(ii) With the 1st person singular pronominal prefix, the future tense prefix is bá-.

(iii) The succession of 1st person singular pronominal prefix and future tense prefix, mĩ́ba-, has a reduced variant má- which occurs more frequently than the full form.

Drill 69: Repeat. Future tense forms are underlined.

1. Mɛ́nɛ̀ abaáyɛ́ gbɛkɛ̀ nɛ́ɛ́.	'What will we eat tonight?'
2. Abaáyɛ́ kɔ̃mɛ̀ kɛ ʃíto kɛ̀ kénáŋ.	'We will eat kenkey and pepper and fried fish.'
3. Moko bɛ́ ni bàáʃi fùfuí.	'There is no one to pound fufu.'
4. Mákpa mlã.	'I will close early.'
5. Obaányɛ̃ ɔkɛ kɔ̃mɛ́ lɛ ayɛ́ wonú lɛ́.	'You can eat the soup with the kenkey.'
6. Máʃi fùfuí wɔ.	'I will make fufu tomorrow.'
7. Nũũ lɛ̀ baányɛ̃́ bo.	'The man will hate you.'
8. Ebaáyè dzĩdzĩ.	'He will eat dzidzi.'
9. Nãmɔ̀ baáʃɛ́ kelɛ́wèle éhã lɛ̀.	'Who will fry kelewele for him?'

10. Mā́ʃĩ enɛ̃ ekó mãhã lɛ̀. 'I will leave some of this for him.'

Drill 70: Insert the Future tense forms in the sentences below.

1. E _____ èhe. (pilá) 'He will hurt himself.'

2. Mí _____ bò Gã. (tsū́) 'I shall send you to Accra.'
(Give both forms)

3. Kofí _____ nyɛ̃. (lákȧ) 'Kofi will deceive you.'

4. Mí _____ kɔ̃́mì̀ gbɛ́kɛ̀ nɛ̃́ɛ̃́. (ye) 'I shall eat kenkey tonight.'
(Give both forms)

5. Mí _____ dzɛ́mɛ̃́ gbɛkɛ̀ nɛ̃́ɛ̃́. (ba) 'I shall come there tonight.'
(Give both forms)

6. Té ò _____ tɛ̃́ɛ̃↘. (feé↘) 'What will you do?'

7. O _____ Gã̀? (ya) 'You will go to Accra?'

8. Mí _____ lɛ̀ sãne. (bí) 'I will question him.'
(Give both forms)

LESSON TWENTY FOUR

Verbs: The Negative Aorist tense

1. A verb in the Negative Aorist tense is marked by high pitch, in the form of High or Mid tone, and by lengthening of the final V unit of the root, represented orthographically with an extra V symbol. Depending upon the style of speech, the lengthening may be considerable.

2. The Negative Aorist tense is in meaning the negative equivalent of the Positive Past, Progressive and Habitual tenses.

Drill 71: Repeat.

1. A. Oomā́le. B. Mímãlee↘. A. 'You are lying.' B. 'I am not lying.'

2. A. Ole ákɛ́ òmā́leò? A. 'Do you know that you tell lies?'

B. Mímãlee↘. B. 'I do not lie.'

3. A. Omā́le òhā́ mì nyɛ̃. A. 'You lied to me yesterday.'

B. Mímãlee↘. B. 'I did not lie.'

4. Tsū́ lɛ́ edáa↘. 'The room is not big enough.'

5. Yoo lɛ́ kwɛɛ↘. 'The woman didn't look.'

6. Míyáa↘, nì míbii lɛ́ nokó hũ. 'I am not going, and I am not asking him anything either.'

7. Bɛ́ okɛ́ɛ nokò? 'You didn't say anything, did you?'

8. Mɔ̃ní tsũũ nĩĩ́ lɛ́, èyée nĩĩ́. 'He who does not work, does not eat.'

Drill 72. Repeat. Negative Aorist tense forms are underlined.

1. Gbékɛ̃́bii lɛ́ bii lɛ̀ sãne. 'The children did not question him.'

2. Gbékɛ̃́bii lɛ́ egbɛ́e tɔ̃ŋtɔ̃ŋ lɛ́. 'The children did not kill the mosquito.'

3. Kodzó baa ŋmɛ̃nɛ́. 'Kojo did not come today.'

4. Gbɔ̃mɔ́ lɛ́ dzwɛ̃ŋŋ kwlaa. 'He is an out and out fool!'

5. Gbɔ̃mɔ́ lɛ́ tsakɛ́e èníféémɔ̃. 'The fellow did not change his behavior.'

Drill 73: Insert the Negative Aorist tense forms of the verbs in the following sentences.

1. Kofí _____ nyɛ̃̀. (láká) 'Kofi was not deceiving you.'

2. Mí _____ dzémɛ̃́ gbɛkè nɛ́ɛ̃́. (ba) 'I am not coming there tonight.'

3. E _____ mì sãne. (bí) 'She did not ask me anything.'

4. Kofí _____ mísãne. (sũmɔ̃) 'Kofi does not like me.'

5. Kofí _____ sìgaréètì. (ʃélɛ) 'Kofi does not smoke cigarettes.'

6. Mí _____ lɛ̀. (yóo) 'I did not recognise her.'

7. E _____ ↘. (fó) 'She did not cry.'

LESSON TWENTY FIVE

Nouns formed from Verbs

Nouns formed from Verbs may or may not have Plural forms corresponding to their Singulars.

1. Gerunds:

(i) One type of noun, Gerunds, may be derived from Verbs by the addition of a suffix, with or without front-shifting of the Nominal Object of the Verb.

(ii) For polysyllabic and monosyllabic High tone Verbs the suffix is -mɔ̃.

(iii) For monosyllabic Low tone Verbs, the suffix is the same as the V unit of the root (i.e. the vowel of the root is phonetically lengthened.)

Examples:

from polysyllabic Verbs, without frontshifting of a Nominal Object:

bɛɛ́.	'to sweep'	bɛɛ́mɜ̀.	'sweeping'
dzɔɔ́.	'to bless'	dzɔɔ́mɜ̀.	'blessing'
sɔle.	'to pray'	sɔlemɜ.	'prayer'
dzwɛ̃ŋ.	'to think'	dzwɛ̃ŋmɜ.	'thinking; thought'

from multisyllabic Verbs, with frontshifting of Nominal Object:

wié Gã̀.	'to speak Ga'	Gãwiémɜ̀.	'speaking Ga'
feé eʃà.	'to do evil'	éʃàfeémɜ̀.	'doing evil; sinning'

from monosyllabic High tone Verbs, with or without frontshifting of Object:

bí sã̀ne.	'to ask a question'	sãnebímɜ̀.	'questioning; interrogation'
dĩ́.	'to be black'	dĩ́mɜ̀.	'blackness'
dzé́.	'to insult (someone)'	dzémɜ̀.	'insult'

from monosyllabic Low tone Verbs, with or without frontshifting of Object:

gbe gbɜmɜ.	'to kill a human'	gbɜmɜgbee.	'homicide; murder'
ʃwã.	'to boast'	ʃwãã.	'boasting'
le nĩ̀.	'to know'	nĩ̀lèe.	'knowledge'
ba.	'to come'	baa.	'coming'

(iv) the -mɜ suffix is subject to tonal assimilation: it has mid tone only when in contact with a high tone, low tone when in contact with any other tone.

(v) multisyllabic Verbs in which the final syllable is mɜ reduce this syllable to a V unit before the gerundial suffix -mɜ:

dãmɜ ʃĩ.	'to stand'	ʃĩdããmɜ.	'standing'
sũmɜ.	'love'	sũɜmɜ.	'love'
wámɜ̀.	'crawl'	wáàmɜ.	'crawling'

2. Other Gerunds, Abstract and Cognate Nouns:

(i) Abstract Nouns may be derived from certain monosyllabic Verbs by suffixing -lɛ.

(ii) Gerunds, Cognate Nouns and other Abstract Nouns may be derived from certain other monosyllabic Verbs by suffixing -lɛ or equivalent suffixes, with or without word-internal changes.

tí.	'to be thick'	tílɛ́.	'thickness'
fá.	'to be plenty'	fálɛ́.	'abundance'
gbɔ.	'to age'	gbɔlɛ.	'age'
ye yɛlɛ.	'to eat yam'	yɛlɛ yéli.	'yam festival'
lá.	'to sing'	lálá.	'song'
gbó.	'to die'	gbélɛ́.	'death'
bé.	'to quarrel'	béi.	'quarrel'

3. Agent Nouns:

Agent Nouns may be derived from Verbs by suffixing -lɔ, with or without frontshifting of a Nominal Object:

dzu.	'to steal'	dzulɔ.	'thief'
gbe gbɔ̃mɔ̃.	'to kill a human'	gbɔ̃mɔ̃gbelɔ.	'homicide; murderer'
dzo foi.	'to run a race'	foidzelɔ.	'runner'

LESSON TWENTY SIX

Verbs: The Negative Future Tense

(i) A Verb in the Negative Future tense is marked by the suffix -ŋ as well as high pitch in the root.

(ii) The -ŋ suffix is tonally assimilated similarly to other suffixes: it has low tone when in contact with a low, mid when in contact with a high or mid tone.

(iii) Verb roots of tonal Classes Monosyllabic II (Low) and Disyllabic II (Low-High) have in the Negative Future tense an extra marker, the prefix é-. The class prefix é- does not occur together with a pronominal prefix to the root.

Drill 74: Repeat.

1. Gbɔbilɔ nɛ́ɛ́ egbéŋ kooloo kɔ kooloo ko.
'This hunter will not kill any animal.'

2. Míbiŋ̀ lɛ nókó.
'I shall not ask him anything.'

3. Míkwɔ́ŋ́, nì lɛ hṹ edwɔ́ŋ́.
'I will not climb, and he will not climb either.'

4. Gbɔbilɔi nɛ̃́ɛ̃́ egbéŋ́ nokónokó.
'These hunters will not kill anything.'

5. Míbaŋ́ odzɛmɛ̃́ lɛ́ gbɛkɛ̀ nɛ̃́ɛ̃́.
'I will not come to your place tonight.'

6. Kɛ́ èfeé nɑ̀kɑ̃ĩ́ lɛ́, èléŋ́ nokónokó.
'If she behaves that way, she will not learn anything.'

7. Wɔwɔ́ŋ̀ kɛyaʃí nyɛ̃̀baábá.
'We will not sleep till you come.'

Drill 75: Repeat.

1. Otsɛ sṹmɔ̃ŋ́ ni ofée nɑ̀kɑ̃ĩ.
'Your father will not like you to do that.'

2. Ékáseŋ́ nĩ́ĩ́ ŋmɛ̃nɛ̃́?
'Will she not study today?'

3. Adzɔ́kɔ́ ehóoŋ́ nií ŋmɛ̃nɛ̃́.
'Adzorkor will not cook today.'

4. Kɛ́ nyɛ̃̀bɔ̃́ĩ̀ nɔ̃mɔ̃́ lɛ́, míkpɑ̃tɑ̃́ŋ́.
'If you start fighting, I will not intervene.'

5. Nĩ́hɔ̀ɔ̃́lɔ̀í lɛ́ tsakéŋ́ oʃìká lɛ́.
'The petty-traders will not change your money.'

6. Eyóoŋ̀ bo kɔkɔɔkɔ.
'He will never recognise you.'

Drill 76: Insert the Negative Future tense forms in the sentences below.

1. Ó _____ Gɑ̀ ŋmɛ̃́nɛ̃́? (ya) 'Will you not go to Accra today?'

2. Eŋɑ̃́ lɛ́ _____ lɛ̀. (ʃĩ́) 'His wife will not leave him.'

3. Á _____ lɛ̀. (gbe, II) 'He will not be killed.'

4. Kápíntá lɛ́ _____ èhe. (pilá) 'The carpenter will not hurt himself.'

5. E _____ óʃìká lɛ́. (fíte) 'He will not waste your money.'

6. Nɑ̃́mɛ̃̀ĩ _____ nĩ́ĩ̀ yɛ bíɛ́. (ye, III) 'Who will not eat here?'

7. Mãŋtsé lɛ́ _____ nɔ̀ he. (wié) 'The chief will not talk about that subject.'

LESSON TWENTY SEVEN

Verbs: The Perfect Tense

(i) With noun subjects a Verb in the Perfect tense is marked by the prefix é-.

(ii) The Perfect tense prefix does not occur with a pronominal prefix: wómálé. 'We have lied.'

(iii) Pronominal prefixes to Perfect tense Verbs have high tone.

Drill 77: Repeat.

1. Émãle.	'He has told lies.'
2. Nūū́ lɛ́ emãle.	'The man has told lies.'
3. Hĩ́ĩ́ lɛ́ emãle.	'The men have told lies.'
4. Ésɔ̀le.	'He has prayed.'
5. Osófó lɛ́ esɔ̀le.	'The priest has prayed.'
6. Osófóí lɛ́ esɔ̀le.	'The priests have prayed.'
7. Étsákɛ́.	'He has changed.'
8. Ópàpá ebí mì sãné lɛ́.	'Your father has asked me about the case.'
9. Ópàpá epìlá èhe.	'Your father has hurt himself.'
10. Ómãmĩ́ ebóté ʃĩã́ lɛ́.	'Your mother has gone into the house.'

Drill 78: Repeat.

1. Míkáì bo, ʃí bo lɛ́ òkáìi mí.
'I have remembered you, but you do not remember me.'

2. Kodzó ebà bíè?
'Has Kodzo come here?'

3. Nɛ́gbè Ámá etèe.
'Where has Ama gone?'

4. Eŋã éfɔ́ yɛ̀ Kɔle Bú.
'His wife has given birth to a baby at the Korle Bu Hospital.'

5. Té ofèé lɛ́ tɛ̃̀ɛ̃̀.
'What have you done with her?'

6. Ágbó yɛ̀ amɛ̃ʃĩ́ã̀ lɛ́.
'There is a death in their house.'

Drill 79: Insert the Perfect tense forms of the Verbs in the sentences:

1. Ó _____ kpòdziémɔ̀ lɛ̀ he? (nũ) 'Have you heard about the outdooring?'

2. Daabí. Nã́mɔ̀ _____? (fɔ́) 'No. Who has had a baby?'

3. Wónṹ lɛ́ _____. (be) 'The soup is cooked.'

4. Nã́mɔ̀ _____ ʃĩ́ã̀ lɛ́. (bótɛ́) 'Who has gone into the house?'

5. Adzɔ́kɔ́ _____ dùadé lɛ́ fɛ̃ɛ̃. (tsɔ̃mɔ̃) 'Adzorkor has peeled all the cassava.'

6. Bɔ́tá lɛ́ _____. (fíte) 'The butter has gone rancid.'

7. Kodzó _____ mã̀ŋ nɛ̃́ɛ̃̀ miŋ waa. (sũmɔ̃) 'Kodzo has fallen in love with this town.'

LESSON TWENTY EIGHT

Verbs: The Negative Perfect tense

(i) A Verb in the Negative Perfect tense is marked by the suffix -kò, as well as high pitch in the root.

(ii) The tone of the suffix -kò is always low.

(iii) The negative class-marking prefix é- occurs in this tense (cf. Lesson 25, note iii).

Drill 80: Repeat.

1. Nũṹ lɛ́ bikò mokomoko nókó.
'The man has not asked anyone anything.'

2. Gbɔbilɔ nɛ̃́ɛ̃́ egbɛ́kò kooloo ko kooloo ko.
'This hunter has not killed any animal.'

3. Míbikò lɛ nókó.
'I have not asked him anything.'

4. Gbɔbilɔi nɛ̃́ɛ̃́ egbɛ́kò nókónokó.
'These hunters have not killed anything.'

5. Míyekò kélɛ́wèle ótsi nɛ̃́ɛ̃́.
'I have not eaten kelewele this week.'

6. Éwɛ́kò amɛ̃he éfɔ̀ŋ́ŋ́.
'He hasn't said one bad word about them.'

LESSON TWENTY-EIGHT

Drill 81: Repeat.

1. Ékásekò nĩ́ĩ̀ ŋmɛ̃nɛ̃́? 'Has he not studied today?'
2. Skúùbíí lɛ́ ekásekò amɛ̃níí lɛ̀? 'Have the pupils not studied today?'
3. Adzɔ́kɔ́ ehɔ́kò wónṹ lɛ́. 'Adzorkor has not cooked the soup.'
4. Nĩ́hɔ̃̀ɔ̃́lɔ̀í lɛ́ tsakɛ́kò óʃìká lɛ́. 'The vendors have not changed your money.'
5. Eyóokò bo lólo. 'She has not recognised you yet.'
6. Nũṹ lɛ́ gblɛkò míb̀lé lɛ́. 'The man has not ground my corn into flour.'
7. Kofí srekò dã́ã̀. 'Kofi has never swum.'
8. Hwískì étɔ́kò lɛ dã́ã̀. 'He has never been drunk on whisky.'

Drill 82: Insert the Negative Perfect tense forms of the verbs in the following sentences.

1. Eŋã́ lɛ́ _____ lɛ̀. (ʃĩ́) 'His wife has not left him.'
2. Á _____ lɛ̀. (gbe) 'He has not been killed.'
3. Ó _____ Gã̀ ŋmɛ̃́nɛ̃́↘? (ya) 'Have you not been to Accra today?'
4. Nã́mɔ̃̀ _____ wɔ̀lo kẃlaa ŋmɛ̃nɛ̃́. (kã́nɛ̃́) 'Who has not read a book at all today?'
5. E _____ ɔ̀ʃíká lɛ̀. (fíte) 'He has not squandered your money.'
6. Mãŋtsɛ́ lɛ́ _____ nòhe. (wié) 'The chief has not talked about that.'
7. Kápíntá lɛ́ _____ èhe. (pilá) 'The carpenter has not hurt himself.'
8. Mí_____ wàa nɛ̃kɛ̃́ dã́ã̀. (wɔlɔ) 'I have never coughed so badly.'

LESSON TWENTY-NINE

Dialogue: Seeing the Sights.

A: Gbaá mí nɔ̃nĩ nyɛ̃̀feé nyɛ̃̀. 'Tell me what you did yesterday.'

B: Wɔ́fèe nokɔ́ tsɔ̃. Wɔ̀ʃ́rà ʃĩ kɛkɛ kɛtee aklowá lɛ́. 'We didn't do anything much. We only strolled to the village.'

A: ŋmɛ̃́nɛ̃́ lɛ́, nyɛ̃́yàa Gã mɔ́. 'Today, go to Accra.'

B: Ɛ̃hɛ̃́ɛ̃, wɔ̀baáyá Bãŋ̀k, ní eyadzíe ʃìká. Kɛké lɛ́ wɔ́tèe Kɔ́ɔ̀t, kɛ̀ Láib̀re, kɛ̀Kɔle Bú hũ. 'Yes, we shall go to the Bank, so that he can withdraw money. And then we shall go to the Court, the Library and Korle Bu Hospital.'

A: Wɔ́ lɛ́, kɛ̀ lɛ ábà Tɛmã́ ní ebakwɛ haabɔ̀ lɛ́. 'Tomorrow, bring him to Tema to see the harbour.'

B: Yoo. 'Okay.'

Vocabulary

gba.	'to narrate'	kɛkɛ.	'only'
ʃrà ʃĩ.	'to take a walk'	aklowá.	'village'

Notes

1. The places mentioned in the dialogue are interesting sights in Accra. Tema is east of Accra.

2. Verbs: The Direct Imperative.

   (i) The Direct (2nd person) Imperative Positive Singular of monosyllabic verbs is marked by tonal pattern (High for Class I and III roots, Low-High--with the rise on the lengthened vowel of the root--for Class II roots).

   (ii) The Direct Imperative Positive Singular of polysyllabic verbs is marked by the suffix -mɔ̃.

   (iii) The Direct Imperative Positive Plural is marked by (a) the 2nd person plural pronominal prefix nyɛ̃ - together with (b) the suffix -a.

   (iv) The -a suffix is subject to tonal assimilation as are other suffixes. The 2nd person plural pronominal prefix has high tone in this context.

Drill 83: Repeat. Direct Imperative Positive forms are underlined.

1. Bí lɛ́ heni èdzɛ.	'Ask him where he is from.'
2. Yaá ɔfísí lɛ́.	'Go to the office.'
3. Nyɛ̃́bià lɛ hénĩ èdzɛ.	'Ask him where he is from.'
4. Nyɛ̃́yàa ɔ́físí lɛ́.	'Go to the office.'
5. Kã́nɛ́mɔ̃ lɛtɛ̀ nɛ́ɛ̃́.	'Read this letter.'
6. Nyɛ̃́kãnèa lɛ́tɛ̀í lɛ́.	'Read the letters.'
7. Feémɔ̃ òyá.	'Hurry up.'
8. Nyɛ̃́fɛ́à oyá.	'Hurry up.'
9. Kpɛ́tɛmɔ̃ lɛ̀.	'Stick close to him.'

10. Bá wɔ lèébí. 'Come tomorrow morning.'

11. Nyɛ̃́bàa ɔ́fìsí lɛ́ wɔ lèébí. 'Come to the office tomorrow morning.'

12. Gbɔ́lemɔ̃ mí. 'Rub me.'

3. Some verb roots end in -mɔ̃́. When this ending is replaced by the Imperative singular suffix the root vowel is doubled.

Drill 84 and 85: Repeat.

1. Daamɔ ʃɪ̀ dĩŋŋ.	(dãmɔ̃)	'Stand still.'
2. Nyɛ̃́dàmɔ̃ã ʃĩ fíɔ́o.	(dãmɔ̃)	'Wait a little.'
3. Wáamɔ̃ misèɛ.	(wamɔ̃)	'Scratch my back.'
4. Nyɛ̃́wàmɔ̃a nyɛ̃nãdzi ahe.	(wamɔ̃)	'Scratch your legs.'
5. Gṹṹmɔ̃ àkutúí enyɔ̀̃.	(gṹmɔ̃́)	'Peel two oranges.'
6. Tsɔ̃́ɔ̃mɔ̃ àmã́dã̀ã́ lè he.	(tsɔ̃mɔ̃)	'Peel the plantain.'
7. Lóɔ́mɔ̃ lè ʃwãné kè gbɛ́kè.	(lómɔ̃́)	'Curse him afternoon and evening.'
8. Tsṹṹmɔ̃ òkplɔ̃́ŋ lè nɔ̃.	(tsṹmɔ̃́)	'Wipe the top of the table.'

LESSON THIRTY

Verbs: The Direct Imperative Negative.

(i) The Direct (2nd person) Imperative Negative Singular is marked by the prefix kaá-. e. g. kaábi. 'Don't ask'

(ii) The Direct Imperative Negative Plural is marked by (a) the suffix -a, (b) the prefix ká- immediately before the verb root, (c) the 2nd person plural pronoun prefix nyɛ̃́-. e. g. nyɛ̃́kabià. 'Don't ask'

(iii) The -a suffix is subject to tonal assimilation, as with other suffixes. The two prefixes have high tone.

Drill 86: Insert the Direct Imperative Positive forms of the verbs in the sentences.

1. _____ lè sãné lɛ́ fɛ̃ɛ̃. (gba) (S) 'Tell him the whole story.'

2. _____ lè egbɛ́í. (bí) (S) 'Ask him his name.'

3. _____ lè sãné lɛ́ fɛ̃ɛ̃. (gba) (P) 'Tell him the whole story.'

4. _____ lɛ̀ nɔ̃fɛ̃ɛ̃nɔ̃. (bí) (P) 'Ask him about everything.'

5. _____ óhã̀ mi. (sɔle) (S) 'Pray for me.'

6. _____ nyɛ́hãã̀ wɔ. (sɔle) (P) 'Pray for us.'

7. _____ mã̀má lɛ̀ he. (dzále) (S) 'Rinse the cloth.'

8. _____ ʃɛ́ɛ̀tií lɛ̀ ahe. (dzále) (P) 'Rinse the shirts.'

9. _____ nĩ́ĩ́. (kasé) (S) 'Study hard.'

10. _____ nĩ́ĩ́. (kasé) (P) 'Study hard.'

11. _____. (kã́né) (S) 'Read.'

12. _____ nyɛ̀wodzí lé. (kã́né) (P) 'Read your books.'

13. _____ hé. (gṹmɔ́) (S) 'Peel it.'

14. _____ dĩ́ŋŋ. (feé↘) (S) 'Be quiet.'

15. _____. (táó) (P) 'Look for it.'

Drill 87: Insert the Direct Imperative Negative forms of the verbs in the blank spaces below.

1. _____. (feé↘) (S)

2. _____ nàkãĩ. (feé↘) (P)

3. _____. (ba) (S)

4. _____ ŋmɛ́nɛ́. (ba) (P)

5. _____ lɛ̀. (bí) (S)

6. _____ ʃìká. (fíte) (S)

7. _____ ʃìká pìi. (fíte) (P)

8. _____ mìŋ dɔ́ŋŋ. (mĩ́ã) (S)

9. _____ mìŋ tsɔ́. (mĩ́ã) (P)

10. _____. (gbla) (P)

LESSON THIRTY-ONE

Enclitics of Emphasis and Sympathy.

(i) The Enclitic of Emphasis is ée. It adds a note of emphasis,

insistence or warning to the utterance. The use of the Enclitic of Emphasis after a word ending in a high tone involves ↘.

(ii) The Enclitic of Sympathy is óɳ̍, or óȯ. It implies that the speaker's attitude is one of sympathy or familiarity.

Drill 88: Repeat.

1. Bá.	'Come!'	6. Kaáyà éè.	'Don't go, whatever it is!'
2. Bá↘éè.	'Be sure you come!'	7. Kofí↘ éè.	'Remember Kofi!'
3. Bá oɳ̍.	'Come for sure.'	8. Kofí oɳ̍.	'Kofi, alas!'
4. Kpóò.	An expression of sympathy	9. Mĩ nĩ éè.	'It's me, indeed!'
5. Kpóò óɳ̍.	'Sorry, to be sure!'	10. Mĩ nĩ óɳ̍.	'It's me, alas.'

Drill 89: Make the following sentences more insistent, using the Enclitic of Emphasis.

1. Eeba!	'He is coming!'	4. Ebaáfée gbeyèi!	'It will be spectacular.'
2. Nãã̀ lɛ!	'Here she is!'	5. Oyáòyá.	'Quickly.'
3. Gbeé lɛ̍!	'Mind the dog!'		

Make the following sentences more sympathetic, using the Enclitic of Sympathy.

6. Ákɛ̍ɛ nokȯ.	'Take heart.'
7. Éfée nokȯ.	'It doesn't matter.'
8. Emãmĩ́ nì̀ gbó lɛ̍.	'It was his mother that died.'
9. Kaábȧ.	'Don't come.'
10. Oyáòyá.	'Quickly.'

LESSON THIRTY-TWO

I. Verbs: The Indirect Imperative and Consecutive tenses, Positive and Negative.

(i) The Indirect Imperative tenses are marked by high tone in the pronominal prefixes of the verb.

(ii) An Indirect Imperative verb with a Nominal subject has a high-toned prefix á-.

(iii) An Indirect Imperative Negative verb has an additional high-toned prefix -ká- occurring immediately before the verb root.

(iv) When the Indirect Imperative tense marks the second verb in a serial verb structure of kɛɛ́↘ 'to say' (or certain other verbs) and another verb, it is called here the Consecutive tense. The Consecutive tense occurs with Nominal and Pronominal subjects of all types.

(v) In the first person singular Positive, a Consecutive tense verb following sũmɔ̃ 'to like' (and certain other verbs) is identical in form with the Permissive or the reduced Future tense.

Drill 90: Repeat. Indirect Imperative and Consecutive forms are underlined.

1. Ekɛɛ́ obá.	'He said you should come.'
2. Ekɛɛ́ okabá.	'He said you should not come.'
3. Míbi lɛ̀?	'Should I ask him?'
4. Míkabi lɛ̀?	'Should I not ask him?'
5. Wɔ́tèe. Wɔ́yá.	'Let's go!' 'Let's go!'
6. Wɔ́kayá.	'Let us not go!'
7. Ékpa.	'Let him stop!'
8. Mɔ̃nĩ́ fɛ̀ɔ́ nĩĩ́ lɛ́ ékpa.	'Whoever's doing that should stop.'
9. Ekɛɛ́ mikpa wìémɔ̃́.	'He said I should stop talking.'
10. Ekɛɛ́ mikakpa wìémɔ̃́.	'He said I should not stop talking.'

Drill 91: Repeat. Indirect Imperative and Consecutive forms are underlined.

1. Gbékɛ̃́bii lɛ ayé nĩĩ́ miã.	'The children should eat early.'
2. Ámá ahɔ́o nĩĩ́ lɛ́.	'Ama should do the cooking.'
3. Amɛ̃kɛɛ́ hĩ̀ĩ́ lɛ́ akaʃĩ mã̀ŋ́ lɛ̀ miŋ.	'They said the men should not leave town.'
4. Amɛ̃kɛɛ́ okawíe dã́ã̀.	'They said you should not speak yet.'
5. Mikɛɛ́ owíe↘.	'I said you should speak.'
6. Okɛɛ́ akawíe Gã̀?	'Did you say no one should speak Ga?'
7. Kodzó kɛ̀ɛ́ nyɛ̃wíe Gã̀ pɛ́.	'Kodzo said you should speak only Ga.'
8. Átsɛ lɛ́ ahã mí.	'He should be sent for to see me.'

9. Esṹmɔ̃ɔ̃ mãla. 'He does not want me to sing.'

10. Esũmɔ̃ɔ̃ mã́fée↘. 'He likes me to do it.'

II. The Permissive Tense.

(i) The Permissive tense marks the verb following hã́ 'to let' in a double verb structure. Its markers are the same as those of the Consecutive tense after sũmɔ̃ 'to like.'

(ii) The Permissive tense is positive, but hã́ can be Positive or Negative. The two verbs have different subjects.

(iii) When following a Direct Imperative Plural, the Permissive tense is also marked by the- a suffix. The á- prefix of Nominals does not occur when the Permissive tense follows a Negative Direct Imperative.

Drill 92: Repeat. Permissive tense forms are underlined.

1. Hã́ mãyá. 'Let me go.'

2. Nyɛ̃́hãã́ mãyàa. 'Let me go.'

3. Nyɛ̃́hãã́ mãgbèa toó lɛ́. 'Let me slaughter the sheep.'

4. Hã́ ebi lɛ̀. 'Let him ask him.'

5. Hã́ àmɛ̃́bà miŋ. 'Let them come in.'

6. Nyɛ̃́hãã́ wɔyàa. 'Let us go.'

7. Kaáhã wɔ̀laádze. 'Don't lead us astray.'

8. Kaáhã èfó. 'Don't let her cry.'

9. Nyɛ̃́kahãã̀ eféà nãkãĩ. 'Don't let him do that.'

10. Nyɛ̃́hãã́ gbekɛ̃́bií lɛ́ abàa míŋɔ̀ɔ̃. 'Let the children come unto me.'

11. Nyɛ̃́kahãã̀ hɔ̃mɔ̃ yea gbékɛ̃́bií lɛ́. 'Don't let the children go hungry.'

12. Kaáhã nũ̀ṹ lɛ̀ wié pìi. 'Don't let the man talk a lot.'

13. Kaáhã àwié pìi. 'Don't allow a lot of talking.'

14. Nyɛ̃́kahãã̀ awíeà pii. 'Don't allow a lot of talking.'

15. Nyɛ̃́kahãã̀ nũṹ lɛ̀ wíeà pii. 'Don't let the man talk a lot.'

Drill 93: Insert Indirect Imperative or Consecutive tense forms of the verbs in these sentences.

1. _____ lɛ̀? (tsɛ́) 'Should I call him?'

2. _____ àmɛ̃? (tsɛ́) 'Shouldn't I call them?'

3. Amɛ̃kɛɛ́_____. (ya) 'They said you should go.'

4. Amɛ̃kɛɛ́_____ dɔ̃́ŋŋ. (ya) 'They said you should not go again.'

5. Nãmɔ̀ sumɔ̃̀ɔ̃_____ èʃiká. (fíte) 'Who likes throwing his money away?'

6. Esúmɔ̃̀ɔ̃_____ èbí lɛ́. (sɔle) 'He does not want me to baptise his child.'

7. _____! (tee; ya) 'Let us go!'

8. _____ pli tsɔ̃́. (fó) 'She should not weep too much.'

9. Nũ̃ũ̃ lɛ̀ kɛɛ́ _____ nĩĩ̀ leébí nɛ́ɛ́. (ŋmã̀) 'The man said you should do some writing this morning.'

10. Ómãmĩ́_____ mòko nókò dãã̀. (bí) 'Your mother should not ask anyone anything yet.'

Drill 94: Insert Permissive or Consecutive tense forms of the verbs in these sentences.

1. Hã́_____ bò sãne. (bí) 'Let me ask you one question.'

2. Kaáhã lɔyá lɛ̀ _____ bò sãne. (bí) 'Don't let the lawyer question you.'

3. Nyɛ́hãã́ _____. (lá) 'Let us sing.'

4. Nyɛ́hãã́ _____. (ya) 'Let us go.'

5. Nyɛ́kahãã̀ nyɛwebíì _____ nyɛ̃ gbéyèi. (ʃé) 'Don't make your followers fear you.'

6. Nũ̃ṹ lɛ́ sũmɔ̃̀ɔ̃ _____ èbí lɛ́. (sɔle) 'The man does not want his child to be baptised.'

7. Nũ̃ṹ lɛ́ hãã _____ èbí lɛ́. (sɔle) 'The man did not allow his child to be baptised.'

8. Mã́hã òsɔ́fɔ́ lɛ́ _____ mì mãŋtsɛ. (wo) 'I will let the priest crown me king.'

9. Míhãŋ̀ osɔ́fɔ́ _____ mì mãŋtsɛ. (wo) 'I will not allow a priest to crown me king.'

LESSON THIRTY THREE

I. The Numeral System.

(i) Numerals greater than 'ten' are phrases comprising the preceding

multiple of 10, kɛ 'and', and a numeral from 1 to 9. From 11 to 16, kɛ is tonally assimilated to mid.

11	nyɔŋmã́ kɛ́ ekòmé.
16	nyɔŋmã́ kɛ́ ekpàa.
19	nyɔŋmã́ kɛ̀ nɛ̃ɛ̃hṹ.

(ii) There are single-word nouns for 'hundred' and 'thousand.' Other multiples of ten are phrases.

21	nyɔŋmã́ɪ́ enyɔ̀ kɛ ékòmé.
57	nyɔŋmã́ɪ́ enũ̀mɔ̃ kɛ kpawo.
99	nyɔŋmã́ɪ̀ nɛ̃ɛ̃hṹ kɛ̀ nɛ̃ɛ̃hṹ.
100	ohá.
115	ohá lɛ̀ nyɔŋmã́ kɛ́ enũ̀mɔ̃.
227	ohá́ɪ enyɔ̀ (kɛ) nyɔŋmã́ɪ́ enyɔ̀ kɛ kpawo.
1,000	akpé.
1,001	akpé kɛ̀ ékòmé.
50,000	akpéì nyɔŋmã́ɪ́ enũ̀mɔ̃.
200,000	akpéì ohá́ɪ enyɔ̀.

English expressions for numbers, and for measurements of time and space, are used by most Ga speakers.

II. Time on the Clock.

(i) The most common expressions are those for hours and minutes.

ŋmlɛ, ŋmɛdzi.	'hour', 'hours'
mínìti (mílìnti).	'minute'

Dialogue

A: Mɛ́ɛ̀be obaábá.	'When will you come?'
B: Mã́kpa nyɔ̀ŋmã́ kɛ́ enyɔ̀, hèwó lɛ́ mã́ʃɛ́ dzɛmɛ̀ nyɔŋmã́ kɛ́ enyɔ̀ kɛ fã́.	'I shall close at 12, therefore I shall get there at 12:30.'
A: Mã́kpa ŋmlɛ komé, nì mã́wo taksì, hèwó lɛ́ mítsɛ́ŋ tsɔ̃.	'I shall close at one and I shall take a taxi, therefore I shall be there soon after.'

B: Obaáyá nĩtsũmɔ̀ ʃwãnéˎ? 'Will you go to work in the afternoon?'

A: ɛ̃hɛ́ɛ̃, àbaábá abawo mì ŋmɛdzi ényɔ̃. 'Yes, they will come for me at two.'

B: Kɛ́ òoyá lɛ́, mì kɛbo baáyà mɔ́. 'Then when you are going, you can give me a ride back.'

(ii) Hĩ́ŋmɛ́itswàa 'fleeting moment' is sometimes used to translate the English word 'second'.

LESSON THIRTY FOUR

I. Tonal Classes: Polysyllabic Verbs.

Few Verb roots in Ga are more than two syllables long. Even these few behave morphologically like the disyllabic roots with which they compare tonally if account is taken only of their initial and final syllables, e. g.:

Class II: pilá

laádze. 'to lose'; 'to get lost' srɔ́ŋ. 'to become unruly'

Class III: tsákɛ́

bɛ́ŋkɛ́. 'to be near' ɡ́likí. 'to fly'

dɔ́ŋkɔ́. 'to swagger' dídɑ́ɑ̃. 'to stagger'; 'to reel'

pɛ́ntɛ́. 'to paint' yóýro. 'to worry seriously'

II. Tonal Classes: Polysyllabic Nouns.

In the same way, polysyllabic noun roots are tonally identifiable with the disyllabics corresponding to them in initial and final tones.

High-High: ɡ́rema. 'cowrie' ɡ́lɛ̀koó. 'nail'

tɔ̃́ŋtɔ̃ŋ. 'mosquito'

High-Mid: ŋmóŋm̀lo. 'wooden plank' śráwa. 'lightning'

dídɛ́i. 'mudfish' abónùa. 'lemon'

High-Low: átatù. 'cloud' ádèsɑ̀̃. 'human being'

dúkumɑ̀̃. 'ostrich' yóomɑ̀̃. 'camel'

Low-High: aspáàtré. 'shoe' kpɛ̃ŋkɡ́lɛ̀̃. 'hare'

adesɑ́̃. 'story' duadé. 'cassava'

	ŋkomɔ́.	'sorrow'	kwaʃiá.	'fool'
Low-Low:	anããnũ.	'spider'	kwaabúɛ̀tɛ.	'rainbow'
	kpaakpo.	'lake'	maŋkɛ̃.	'midnight'
	adɔ̃dɔ̃ŋ.	'fly'		

Drill 95: Repeat.

1. Béŋkɛ́mɔ̃ wɔ̀. 'Draw closer to us.'
2. Ódekàí lɛ́ eládzekò; àkébà. 'Your boxes are not lost; they have arrived.'
3. Nũũ̀ lɛ̀ yaápɛ̃ntè tsṹ lɛ̀ he. 'The man is going to paint the building.'
4. Nũũ̀ lɛ̀ baápɛntɛ́ ʃĩã́ lɛ́. 'The man will paint the house.'
5. Sro ádèsã, nĩ̀ sro adesã́. 'Human being is different from story.'
6. Mã́tãnyɛ̃̀ anããnũ sãne. 'I will tell you a spider story.'
7. Blemã́ lɛ́, trema ̀ dzí ʃìká ni àyeɔ. 'In the olden days, cowries were used as money.'
8. Tɔ́ŋtɔ̃ŋ yèɔ yɛ Gã fe Kumã́ãse. 'Accra suffers more from mosquitoes than Kumasi.'

LESSON THIRTY FIVE

Dialogue: Dress

A: Mɛ́nĩ̀ mãmá ̀ Dedé bú. 'What was Dede wearing?'

B: Ebú àgo yɛ́ŋ́ futta, nì ewo kɛbaʃɛ́ɛ̀ti wuófɔ̀. 'She wore pure white velvet, with a yellow blouse.

Ekuɛníì kɛ toíàníì kɛ nineʃiníì lɛ́ fɛ̃̀ɛ̃ lɛ́ ʃìkáyɛ́ŋ́, ʃí èwo waógà ʃikátɛ̀ru. Her necklace, earrings and bracelet were all silver, but her ring was gold.'

A: Nĩ Sówà hṹ? 'And Sowa?'

B: Ebúu mãmá, èwo atalé. 'He did not wear cloth; he wore (European) clothes.

Ewo síùti blúù, nì eŋmɔ̃ tái tsru. He wore a blue suit and red tie.

Espáàtré dĩ́ŋ́ lɛ̀ kplɛ̀ɔ tãmɔ̃ ayáwa. His black shoes were as shiny a brass.'

Vocabulary

bú.	'to wear'	ago.	'velvet'	yɛ́ŋ́.	'white'

fútaa.	'very white'	toíàníl.	'earrings'
wo.	'to wear'	nine∫iníl.	'bracelet'
kɛba∫éèti.	'blouse'	∫ikáyɛŋ̀.	'silver'
wuɔ́fɔ̀.	'yellow'	∫ikátɛ̀ru.	'gold'
kuɛníl.	'necklace'	waógà.	'ring'
atalé.	'clothes'	ŋmɔ̃.	'to tie'

Notes

1. Indigenous Ghanaian dress is usually referred to with the native Ga words (mãmá, kenté, tokotá, etc.), whilst European-style dress is referred to with the borrowed words (síùt, tái, sãndàl, etc.).

2. Notice the different Verbs meaning 'to wear', depending upon the item of dress:

bú:	mãmá, faí	to wear cloth, hat, etc.
wo:	atalé, tokotá, ga	to wear clothes, sandals, ring, etc.
ŋmɔ̃:	tái, wátsì	to wear a tie, watch, etc.

3. Some colour words are:

édĩŋ̀.	'black'	étɛ̀ru.	'red'	baaŋmɔ̃ŋ̀.	'green'
éyɛŋ̀.	'white'	wuɔ́fɔ̀.	'yellow'	blúù.	'blue'
éŋɔ̀li.	'yellowish green'				

LESSON THIRTY SIX

I. Phrasal Verbs:

(i) A Phrasal Verb is composed of a single verb and its complement word of another class which together function as one verb. The complement is usually a Nominal object used with which the verb root assumes a specialised meaning.

	Verb	Complement	Phrasal Verb
1.	dzo. 'to dance'	foi. 'speed'; 'race'	dzo foi. 'to run'
2.	bo.	toí. 'ear'	bo toí. 'to listen'

Verb	Complement	Phrasal Verb
3. kpá. 'to remove'	faí. 'hat'	kpá fàí. 'to beg'
4. nã. 'to see'	móbɔ̀. 'pity'	nã móbɔ̀. 'to show mercy'

(ii) Locative Nouns are the most frequent complements in phrasal verbs.

5. kã́.	he.	kã́ hé. 'to persist'
6. gbe.	he	gbe he. 'to make a great effort.'
7. to.	he.	to he. 'reply'; 'retort'
8. bí.	ʃĩ̀.	bi ʃĩ̀. 'to ask after someone's health'
9. da	ʃĩ	da ʃĩ. 'to thank'
10. nyĩɛ̃́.	ʃĩʃĩ.	nyĩɛ̃́ ʃĩʃĩ. 'to undermine'
11. bí.	ʃĩ̀ʃĩ.	bí ʃĩ̀ʃĩ. 'to ask the meaning of'
12. kwé.	nɔ̃.	kwé nɔ̃̀. 'to take care of'
13. tɔ́.	nɔ̃.	tɔ́ nɔ̃̀. 'to wrong someone'
14. ʃwé	mĩ̀ŋ.	ʃwé mĩ̀ŋ. 'to use lavishly'
15. bí	mĩ̀ŋ.	bí mĩ̀ŋ. 'to ask for a detailed explanation'
16. gbá.	nãã.	gbá nãa. 'to worry someone'
17. gbe.	nãã.	gbe nãa. 'to finish'
18. kù	sɛɛ.	kũ sɛɛ. 'to return'
19. kpe.	sɛɛ.	kpe sɛɛ. 'to be late'
20. ksé.	hĩ́ɛ̃̀.	kwé hĩ́ɛ̃̀. 'to expect'
21. kɔ̃.	hĩ́ɛ̃̀.	kɔ̃ hĩ́ɛ̃̀. 'to covet'
22. wa.	yi.	wa yi. 'to be cruel to'

(iii) A few verbs collocate with occupational and other terms to form phrasal verbs.

23. ye.	mãŋtsɛ.	ye mãŋtsɛ. 'to be a chief or king'

24. ye·	sɛkɛ́. 'madness'	ye sɛkɛ́. 'to be mad'
25. ye·	he·	ye he. 'to go scot-free'
26. ye·	nɔ̃·	ye nɔ̃. 'to oppress'
27. ye·	sɛɛ·	ye sɛɛ. 'to deputise for'
28. bɔ·	hĩ̀ɛ̃̀.	bɔ hĩ̀ɛ̃̀. 'to reprove'
29. bɔ.	musú·	bɔ musú. 'to break a taboo'
30. bɔ·	mɔ́dɛ̃́ŋŋ	bɔ́ mɔ́dɛ̃́ŋŋ. 'to make an effort'

II. Compound Verbs.

(i) A Compound Verb is a verbal phrase consisting of two or more Verbs which function together as a single verb. A Compound Verb may be composed of single verbs, phrasal verbs, or both.

1st Verb	2nd Verb	Compound Verb
1. hé. 'to take'	ye. 'to eat'	hé yè. 'to believe'
2. ye·	búá.	ye búá. 'to help'
3. tsɛ́·	fɔ̃. 'to throw'	tsɛ́ fɔ̀̃. 'to throw away'
4. kɔ̃. 'to bite'	flí. 'to blow air'	kɔ̃ flí. 'to forgive'
5. ŋɔ̃·	fa·	ŋɔ̃ fa. 'to forgive'
6. gbɛ. 'to open up'	ʃwã́. 'to scatter'	gbɛ ʃwã́. 'to scatter all over'
7. tsí. 'to push'	to. 'to hide'	tsí tò. 'to postpone'

(ii) Sources of Compound Verbs include collocations with the verbs nã́. 'to get'; nyɛ̃́. 'to be able'; hã́. 'to give'; and tsɔ̃̀ɔ̃̀. 'to show' as well as verbs of motion.

8. nã́.	kwɛ́. 'to look'	nã́ kwɛ́. 'to wish' 'to see'
9. nã́.	feé. 'to do'	nã́ feé. 'to wish' 'to do'
10. nyɛ̃́·	feé.	nyɛ̃́ fèé. 'to be able to do'
11. nyɛ̃́·	dzo foi·	nyɛ̃́ dzò foi. 'to be able to run'
12. ʃĩ́ sèɛ. 'to leave a message'	hã́·	ʃĩ́ sèɛ hã́. 'to leave a message for'; 'to leave a message with'
13. hɔ̃́ɔ̃́. 'to sell'	hã́·	hɔ̃́ɔ̃́ hã́. 'to sell for'; 'to sell to'

14. wiéˎ. 'to speak' tsɔ̃́ˎ. 'to teach' wié tsɔ̃̀́ˎ. 'to reason with'

15. dzo foi, 'to run' tee. 'to go' dzo foi tee. 'to run to'

16. dzɛ. 'to come from' ba. 'to come' dzɛ ba. 'to arrive'

LESSON THIRTY SEVEN

Contonation Patterns: High Tone Verbs

(i) Contonation patterns are the tonal patterns of the verb (root and affixes) in all its tenses. High tone verbs are those verbs which have only high tones on their roots, e. g., bí. 'to ask', mã́le. 'to tell lies.'

(ii) The tables below and in the Appendix show the contonation patterns of High tone verbs when occurring with Noun subjects. The tone of every syllable is marked. For polysyllabic roots, note the number of high tones in the root. The sign of exclamation ! indicates that the immediately succeeding high tone slips a semi-tone lower to mid. The asterisk * means that the syllable is tonally assimilable in ways described already for various suffixes.

TABLE V: CONTONATION PATTERNS OF HIGH TONE VERBS

	Marker	Root	Marker
Past	!	´	
Perfect	é!	´	
Progressive	mĩ̀ĩ̃	´	
Future	bàá	´	
Habitual	!	´	* ɔ
Negat. Aorist		´	´ (ˎ)
Negat. Perfect		´	kɔ̀
Negat. Future		´	* ŋ
Imperat. Sing.		´	(mɔ́)
Imperat. Pl.	nyɛ̃́	´	* a
Neg. Imperat. Sing.	kàá	´	
Neg. Imperat. Pl.	nyɛ̃́ká	´	* a
Consecutive	á	´	* a

Tense	Marker	Root	Marker
Negat. Consec.	áká	´	
Permissive	á	´	(a̋)

(iii) The table shows that a high tone verb has high tone in all tenses, except the Perfect, where the tone is downstepped to mid after the prefix.

Drill 96: Insert the required verb forms in the sentences below and give the tones.

e. g. Kofí _____ wàa. (mã́le) (Habitual)

Kofí mã́leɔ̀ waa. 'Kofi is a confirmed liar.'

1. Mɛ̃ĩ édzwè _____ lè sãne. (bí) (Past) 'Four people questioned him.'

2. Wɔtsɛ_____ àdesã́ pì. (tã́) (Habitual) 'Our father is good at telling stories.'

3. Kofí _____. (pása) (Perfect) 'Kofi has lied.'

4. Nã́mɔ̀ _____ lè. (gbɔ́le) (Future) 'Who will rub her?'

5. Yoo ko _____. (fó) (Progressive) 'A woman is weeping.'

6. Sówà_____ lè faí. (kpá) (Neg. Future) 'Sowa will not beg him.'

7. Sówà_____ lè faí. (kpá) (Neg. Perfect) 'Sowa has not begged him.'

8. Mokomoko _____. (fó) (Neg. Aorist) 'Nobody cried.'

9. Mokomoko _____ lè. (fó) (Neg. Aorist) 'Nobody cried for him.'

10. Sówà_____ gbéyèi. (ʃé) (Habitual) 'Sowa is faint-hearted.'

Drill 97.

1. Óyoo _____ dɔ̃́ŋŋ. (fɔ́) (Neg. Future) 'Oyoo will not have another baby.'

2. _____ ónì̀dzĩ anɔ̃. (wéle) (Dir. Imperat. Pl.) 'Raise your hands.'

3. _____ lè. (bí) (Dir. Imperat. Pl.) 'Ask him.'

4. _____ gbékɛ̀́bii lɛ́. (tsɛ́) (Dir. Imperat. Pl.) 'Ask the children.'

5. _____. (fó) (Neg. Imperat. Sing.) 'Don't weep.'

6. _____ yè mĩ́hèwɔ. (fó) (Neg. Imperat. Pl.) 'Don't weep for me.'

7. Ekɛɛ́ Kòfí _____. (lá) (Consecutive) 'He said Kofi should sing.'

8. Ekɛɛ́ Sowà ______. (lá) (Neg. Consecut.) 'He said Sowa should not sing.'

9. Hã́ yɔ̀ɔ́ lɛ́ ______ lɔ̀o. (hé) (Permissive Sing.) 'Let the woman buy fish.'

10. Nyɛ̃hãã yeí lɛ́ ______ lɔ̀o. (hé) (Permissive Pl.) 'Let the woman buy fish.'

(iv) Note, from the table, that in the Past and Habitual tenses, the high tone verb root is downstepped to mid when the Verb is preceded by a Nominal subject with a final high-tone syllable.

Drill 98: Repeat.

1. Gbékɛ́ bí̍ɔ̀ etsɛ dã̌nĩ efé̀ɔ nãkãĩ. 'A child asks his father before he does that.'
2. Kofí mã̍le. 'Kofi lied.'
3. Kofí mã̍lɛ̀ɔ. 'Kofi lies.'
4. Kofi mãlee̍ɔ. 'Kofi does not tell lies.'
5. Kofí mãlekò. 'Kofi has not lied.'

LESSON THIRTY EIGHT

I. High Tone Verbs: Contonation patterns with Pronominal prefixes.

A High tone verb with a pronominal subject prefix has the same contonation pattern as with an independent nominal subject, except for the following differences affecting prefixes.

Forms of Prefixes

(i) In the Perfect tense, the tense-marking prefix é- is replaced by the pronominal prefix. The two do not occur together.

(ii) In the Progressive tense, 2nd and 3rd person singular, the vowel of the pronominal prefix is doubled replacing the tense-marker mĩĩ-

(iii) In the non-reduced Future tense, the tense-marking prefix baá- is reduced to bá- when following the 1st person singular pronominal prefix.

(iv) A tense-marking or any other co-occurring Verb prefix stands immediately before the verb root and therefore between the pronominal subject prefix and the verb root.

Tones of the Prefixes

(v) All pronominal subject prefixes have high tone in the Perfect tense (for the 3rd person plural, initial syllable remains low) and in

the Imperative Plural, Permissive, Positive and Negative Consecutive.

(vi) All pronominal prefixes have low tone in the Past tense.

(vii) The 1st person singular pronominal prefix mí- retains its high tone in all other tenses. The Progressive tense-marking prefix mĩĩ has high tone when co-occurring with the 1st person singular pronoun.

(viii) All other pronominal prefixes retain their low tones in all other tenses.

Drill 99: Repeat.

1. Mítsɛ̀ lɛ̀. 'I have called him.'
2. Amɛ̃lá dzògbaŋŋ. 'They sang well.'
3. Abí lɛ̀ egbɛ̀̀. 'He was asked his name.'
4. Oogbá ènãã. 'You are annoying him.'
5. Mĩĩbi lɛ̀. 'I send him greetings.'
6. Wɔmĩĩbí mɔ̀fɛ́ɛ̃mɔ̃. 'We greet everyone.'
7. Mã́kpe wu lɛ̀̀. 'I'll chew the bone.'
8. Míflteɔ̀ ʃiká wàa. 'I spend a lot of money.'
9. Etã́ã̀ adesã́ pì. 'He is good at telling stories.'
10. Míwaa lɛ̀, nì ewáa mì. 'I did not help him, and he did not help me.'

Drill 100: Insert the high tone verbs required to complete the following:

1. _____ lɛ̀ nókɔ̀. (bí) (1st Sing. Neg. Perf.) 'I have not asked him anything.'
2. _____ nɛ̃̀kɛ̃́ nĩĩ̀. (tsṹ) (3rd Pl. Neg. Fut.) 'They will not do such work.'
3. _____ mã̃má lɛ̀ he. (dzále) (Dir. Imperat. Sing.) 'Rinse the cloth.'
4. _____ wɔ̀ adesã́. (tã́) (Dir. Imperat. Sing.) 'Tell us a story.'
5. _____ nyɛ̃̀bíì̀. (tsɔ́se) (Dir. Imperat. Pl.) 'Give your children some discipline.'
6. _____. (mã́le) (Neg. Dir. Imperat. Sing.) 'Don't lie!'
7. _____. (fó) (Neg. Dir. Imperat. Pl.) 'Don't cry.'

8. Ekɛ́ _____ lɛ̀. (bí) (2 Sing. Consec.) 'He said you should ask him.'

9. Ekɛ́ _____ lɛ̀. (bí) (1 Sing. Neg. Consec.) 'He said I should not ask him.'

10. Nyɛ́hãã́ _____ mĩ́sãné lɛ́. (bi) (1 Sing. Permiss.) 'Let me ask my question.'

II. Contonation Patterns: Phrasal and Compound Verbs

The component parts of Phrasal and Compound verbs have the same contonation patterns as in their independent occurrences.

Drill 101: Repeat. Identify the phrasal and compound verbs and their tenses.

1. Míŋkpa bò faí.	'I beg you.'
2. ʃá ohɛ́.	'Hurry up.'
3. Ekã́ hè eefeé lolo.	'He is still doing it.'
4. Ádzua bìɔ́ mĩʃĩ́ daa.	'Adzua visits me always.'
5. Okpákò lɛ ʃĩ lólo↘?	'Haven't you seen through him yet?'
6. Wɔhée lɛ̀ wɔyée↘.	'We do not believe him.'
7. Minã́ lɛ̀ mĩkwɛ́↘.	'I wish I could see him.'
8. Minã́ lɛ̀ mĩtsɔ̃́.	'I wish I were he.'

LESSON THIRTY NINE

Dialogue: To the Beach

A: Wɔ́tèe wɔ́yawu ŋʃɔ.	'Let's go for a swim in the sea.'
B: Yɛ nɛ̃́gbɛ̀.	'Where?'
A: Yɛ Laa ŋʃɔ́ lɛ̀ nãã.	'At Labadi Beach.'
B: Wɔkɛtso áyá nĩ wɔ̀kɛ́yayè odíi.	'Let's take a surfboard with us to do some surf riding.'
A: Wɔbaányɛ̃ wɔ̀kɛ wɔlɛmɛ̃ĩ́ lɛ́ ayagbla adrã hṹ.	'We could also go and help the fishermen to pull in the dragnet.'
B: Alóo wɔyatsà kaáá yɛ̀ Kpeéʃi lɛ̀ nãã.	'Or dig up crabs at the Kpeshi Lagoon.'

Vocabulary

wú. 'to do sea-bathing'

ŋʃɔ. 'sea'

nɛ́gbɛ̀. 'where?'

odíi. 'surf-riding'

adrã. 'dragnet'

gbla. 'to pull'

tsa. 'to dig'

NOTES

I. Some More Time Expressions.

(i) Phrases with sɛɛ 'after':

1. ŋmɛ̃́nɛ̃́ sɛ̀ɛ. 'henceforth'; 'from today on'
2. nyɛ̃ sɛɛ áfi. 'last year'
3. nyɛ̃ sɛɛ áfiɪ́ enyɔ̀. 'two years ago'.
4. wɔ́ sɛ̀ɛ ótsi. 'next week' (i. e., during next week)
5. wɔ́ sɛ̀ɛ Hɔgbaa. 'the coming Sunday'; 'this Sunday'

(ii) The following expressions imply specific points in time,

6. wɔ́ otsi. 'a week tomorrow'
7. ŋmɛ́nɛ́ otsiɪ́ etɛ̃́. 'three weeks from today'
8. ŋmɛ́nɛ́ ˋ dzí otsiɪ́ etɛ̃́. 'three weeks ago today'
9. ŋmɛ́nɛ́ Hɔ̀ɔ. 'today is Saturday.'
10. ótsiɪ́ etɛ̀ɛ̃ nɛ́ nĩ èba bíɛ́. 'it is now three weeks since he came here.'

(iii) Some fixed time-expressions:

11. gbĩĩ étɛ̀ɛ̃ nɛ́ɛ́. 'these days'; 'recently'
12. ótsiɪ́ etɛ̃́. 'the funeral ceremony three weeks after death.'

II. Compound Verbs: Tenses

(i) Each single verb constituting part of a Compound Verb structure

appears with its own tense affixes and contonation patterns, but the tense of the initial verb of the compound is regarded as that of the whole compound.

(ii) When the single verbs of the compound have identical tense, and the subject of the compound is an independent Nominal, the second verb appears with or without the third person singular pronominal prefix. The pronominal prefix is obligatory for both verbs when the subject is a pronoun.

(iii) In the following tenses, the second Verb has a different tense:

(a) Future: 2nd Verb has Consecutive

(b) Dir. Imperat. Sing.: 2nd Verb has Consecutive

(c) Neg. Dir. Imperat. Sing.: 2nd Verb has Positive Consecutive or Past

(d) Neg. Dir. Imperat. Pl.: 2nd Verb has Positive Dir. Imperat. Pl. or Past

III. Compound Verbs: Position of Objects

The order of sentence constituents in Ga is Subject + Verb + Object.

(i) Compound Verbs having a single Object Nominal fall into 3 groups according to the position of the Object nominal:

(a) Compound Verbs with Object Nominal occurring medially within the compound:

hé...yè e. g. Wohé Òsófó.nɛ̃̀ɛ̃̀ woye. 'We believed this priest.'

tsɛ́...fɔ̃ e. g. Étsɛ́ èʃiká lɛ́ efɔ̃̀. 'He has wasted his money.'

(b) Compound Verbs with Object Nominal occurring after the whole compound:

ye búá... e. g. Mãŋtsɛ́ lɛ̀ ye búà wọ. 'The chief helped us.'

fó tʃé... e. g. Gbékɛ̃́ lɛ̀ fó ètsɛ́ ènyɛ̃́. 'The child cried out for his mother.'

(c) Compound Verbs with Object Nominal occurring EITHER medially OR in End position.

nyɛ̃́...feé...... e. g.

Nũṹ lɛ́ nyɛ̃ɛ̃ efée nɔ̃nĩ̀.mìkɛɛ́.lɛ́.lɛ́. 'The man could not do

Nũṹ lɛ́ nyɛ̃ɛ̃ nɔ̃nĩ̀.mìkɛɛ́.lɛ́.lɛ́.efee. what I told him.'

nã́...yè... e. g.

Minã́ àkutú mìye.

Minã́ mìye akutú.

'I wish I could eat an orange.'

Drill 102: Repeat. Compound Verbs are underlined. Identify their nominal objects.

1. Wɔhé òsɔ́fɔ́l fɛ̃ɛ̃ nĩ bà bíɛ̀ wɔye. 'We believed all priests who came here.'
2. ʃiká lɛ̀ gbɛ ʃwã́ hefɛ̃ɛ̃he. 'The coins scattered everywhere.'
3. Kofí gbè eʃiká lɛ̀ eʃwã́ tsṹ lɛ̀ mĩŋ. 'Kofi scattered his money around the room.'
4. Mɛ̃ɛ̃ba ógbè óyìtswɛ́l oʃwã́ nɛ̃kɛ̃́. 'Why is your hair so tousled?'
5. Ewié èʃí nyɛ̃fɛ̃ɛ̃́. 'He spoke against all of you.'
6. Átsɪ́ kpèé lɛ́ atò be ḱlokɔ́o. 'The meeting has been postponed to another time.'
7. Eeka bo eekwɛ́↘. 'He is testing you.'
8. Eyékò ebúákò ebí kò dã́ã̀. 'He has never been of any help to any child of his.'
9. Tsí obɛŋkɛ̀ wɔ. 'Move nearer to us.'
10. Tsí ohɛ́ obɛŋkɛ̀ wɔ. 'Move nearer to us.'

Drill 103: Repeat. Identify the tenses of the Compound Verbs.

1. Elákò ehã́kò mi dã́ã̀. 'She has never sung for me.'
2. Dɔ́ktà nɛ̃́ɛ̃́ yee èbúáa mɔ̃̀ kẃlaa. 'This doctor is not helpful at all.'
3. Nũṹmo Amã bàáwɪ́e eʃi bò yɛ kpeé lɛ́. 'Old Man Armah will speak against you at the meeting.'
4. ʃĩ́ wɔ̀tsíŋ̀ kpeé lɛ́ wɔtɔ́ŋ́. 'But we will not postpone the meeting.'
5. Mɛ̃ĩ pii éhɛ́ bò amɛ̃́yè mómo. 'Many people have believed you already.'
6. Sówà wié ètsɔ̃ɔ̃́ àmɛ̃. 'Sowa cautioned them.'
7. Nã́mɔ̃̀ tsɛ́ɔ́ nĩĩ̀ fɔ̃ɔ̃ fe bo. 'Who lets his stuff get lost faster than you?'
8. Gbékɛ̃́ lɛ̀ tsɛ́ɔ́ nĩĩ̀ efɔ̃ɔ̃ tsɔ̃́. 'The child loses his things too often.

9. Óbi lɛ́ lɛ̀ miifó miitsé bò. 'Your child is crying for you.'

10. Óbi lɛ́ lɛ̀ miifó èetsé bò. 'Your child is crying for you.'

Drill 104: Repeat. Identify the tenses of the Compound Verbs.

1. Kaáhe mòkomoko oye. 'Don't believe anyone.'

2. Kaáyè obúà lɛ. 'Don't help him.'

3. Nyɛ̃́katsɛlèa nyɛ̃wodzí lɛ̀ nyɛʃwíeà. 'Don't throw your books away.'

4. Nyɛ̃́kawíeá nokónokò nyɛ̃ʃíà lɛ. 'Don't say anything against him.'

5. Hé Nyɔ̃ŋmɔ óyé. 'Believe in God.'

6. Nyɛ̃́yèa nyɛ̃́buàa nyɛ̃he. 'Help each other.'

7. Kaáhe mòko óyé. 'Don't believe anyone.'

8. Osófó lɛ̀ kɛɛ́ wɔhe lɛ́ wɔyé. 'The priest says we should believe him.'

9. Hã́ mãyé mãbuà bo. 'Let me help you.'

10. Mísũmɔ̃ɔ̃ mãtsɛ wòló lɛ́ mãfɔ́. 'I don't want to throw the book away.'

Drill 105: Repeat.

1. Bá wɔ otsi. 'Come a week tomorrow.'

2. Bá wɔsèɛ ótsi. 'Come next week.'

3. Nyɛ̃́sɛɛ áfi lɛ̀, ebɔ módɛ̃ŋŋ wàa. 'Last year, he did very well.'

4. Gbĩĩ étɛ̃ nɛ̃́ɛ̃́, èyeɔ awuŋã wàa. 'These days she feels very jealous.'

5. Ekpeɔ sɛɛ dáa gbĩ̀. 'He is late every day.'

6. Kaákwɛ mihĩɛ̃́ ŋmɛ̃nɛ̃́. 'Don't expect me today.'

7. Minã lɛ ŋmɛ̃́nɛ̃̀ dzí gbĩĩ́ étɛ̃́. 'I saw him three days ago.'

8. Éyè áfiì nyɔ̃ŋmã́ɪ́ etɛ̃̀ kɛ ényɔ̃́. 'He is 32 years old.'

9. Mɛ̃́ɛ̃̀be afɛ́ɔ́ otsiì etɛ̃́ lɛ́. 'When will the post-funeral ceremony be performed?

10. Soo nĩ́ bàa nɛ̃́ɛ̃́ otsi. 'A week this coming Thursday.'

Drill 106: Complete the following sentences as directed.

1. _____ mòkomoko _____. (hé yè) Negative Aorist, 3rd pers. sing.

   'He does not believe anyone.'

2. Nyɛ̃mĩ́_____ _____ nyɛ̃mĩ́. (ye búá) Habitual

   'Brother helps brother.'

3. _____ tàkó∫wɛ lɛ́ _____. (tsɛ́ fɔ̃̀) Dir. Imperative Sing.

   'Throw the rag away.'

4. _____ _____ nyɛ̃̀. (lá hã́) Future. 3rd pers. sing.

   'She will sing for you.'

5. Té _____ _____ bò tɛ̃́ɛ̃̌. (ye búá) Future. 1st pers. sing.

   'How can I help you?'

6. Óbi lɛ́ lɛ̀ _____ _____ bò. (fó tsɛ́) Progressive.

   'Your child has been crying for you.'

7. _____ amɛ̃nɔ̃tɔ̃́mɔ̀ĩ́ lɛ́ _____ amɛ̃. (ŋɔ̃ fa) Dir. Imperat. Pl.

   'Forgive them their mistakes.

8. Óyìtswɛ́l _____ _____ óyìtɛ́ŋ̀. (gbɛ ∫wã́) Perfect. 2nd pers. sing.

   'Your hair is all tousled up.

9. _____ lɛ̀ _____. (ka kwɛ́̌) Neg. Perfect. 1st pers. sing.

   'I have not tested him.'

10. Mã́ŋtsɛ́ lɛ̀_____ kpèé lɛ̀_____. (tsí tò) Past.

    'The chief postponed the meeting.'

Drill 107: Complete the following sentences as directed.

1. _____ bò _____ kòkɔɔkɔ. (hé yè) Neg. Future. 3rd pers. pl.

   'They will never believe you.'

2. Nyɛ̃mãmĩ́ kɛ̀é_____ _____ àmɛ̃. (ye búá) Consecutive. 2nd pers. pl.

   'Your mother says you should help them.'

3. Ádè _____ mòko _____ dā́ā̀. (hé yè) Neg. Perf.

'Ade has never trusted anyone.'

4. Ekɛ́ mɛ̀ĩdī́dzī̀ lɛ̀ _____ nyɛ̀ _____. (hé yè) Neg. Consecut.

'He said the black people should not trust you.'

5. _____ _____ wɔ̀. (tsí béŋkɛ̀) Neg. Imperat. Sing.

'Don't move near us.'

6. _____ _____ mì. (tsí béŋkɛ̀) Neg. Imperat. Sing.

'Don't move near me.'

7. Mī́sumɔ̃ɔ̃ _____ _____ lɛ̀. (wié ʃí) Consecutive. 1st pers. sing.

'I do not want to speak against him.'

8. Hā́ _____ _____ lɛ̀. (wié ʃí) Permissive. 1st pers. sing.

'Let me speak against him.'

9. Ehā́ā̃ _____ _____ nyɛ̀. (wié ʃí) Consecutive. 3rd pers. pl.

'He did not let them speak against you.'

10. Nyɛ́hā̃ā̀ _____ _____ lɛ̀. (wié ʃí) Permissive. 3rd pers. sing.

'Let him speak against him.'

LESSON FORTY

Contonation Patterns: Disyllabic Low tone Verbs.

Disyllabic Low tone verbs are those like sɔle. 'to pray', 'to baptise'; dzwɛ̃ŋ. 'to think' and gwao. 'to whip'. The root syllables of these verbs have low tones.

(i) The table below presents the contonation pattern of a disyllabic Low Tone verb when it has a noun subject. Every syllable is marked. The symbols used are the same as in Table V.

TABLE VI: CONTONATION PATTERNS OF DISYLLABIC LOW TONE VERBS

	Marker	Root	Marker
1. Past		` `	
2. Perfect	é	` `	
3. Progressive	mì̀ĩ̀	` `	

Tense	Marker	Root	Marker
4. Future	bàá	` `	
5. Habitual		` `	ɔ
6. Neg. Aorist		´ ´	´ (ɔ)
7. Neg. Perf.		´ ´	kɔ̀
8. Neg. Fut.		´ ´	*
9. (a) Imperat. Sing.		´ ´	mɔ́
9. (b) Imperat. Pl.	nyɛ́	` `	à
10. (a) Neg. Imperat. Sing.	kàá	` `	
10. (b) Neg. Imperat. Pl.	nyɛ́ká	` `	à
11. Consecutive	á	` `	
12. Neg. Consecut.	áká	` `	
13. Permissive Singl.	á	` `	(à)

(ii) Note the change in root tones in the Negative tenses (Aorist, Perfect and Future) and the Positive Imperative Singular.

(iii) When tense and pronominal prefixes co-occur, the latter precede the former. However, the pronominal prefixes replace the tense-marking prefixes é- in the Perfect and á- in the Consecutive, Negative Consecutive and Permissive, retaining the high tone of these prefixes so that all pronominal prefixes have high tones in these tenses. (In the 3rd pers. pl. the high tone occurs on the 2nd syllable, i. e. amɛ́-.) Only the initial á- (Consecutive marker) of the Negative Consecutive áká- is replaced. Other formal changes when pronominal subject prefixes occur are (1) doubling of the pronominal vowel of the 2nd and 3rd person singular and the unrestricted personal pronouns (2) reduction of 1st person singular with Future tense marker to give mɪ́ba- or mɑ́- .

(iv) To supplement the above table, it should be noted that the 1st person singular prefix mɪ̀ is high toned, while all other pronominal subject prefixes are low toned, but that mi- has low tone (like the other pronoun prefixes) in the Past tense, while the other pronouns have high tone (like mí-) in the Perfect, Consecutive, Negative Consecutive and Permissive tenses. (In the 3rd person plural, the high tone occurs only on the 2nd syllable.)

Drill 108: Insert the correct verb forms in the following sentences.

1. _____ nɪ̀ɪ̀ anɔ. (too) (Progres. 3rd Pers. Sing.) 'He is ironing.'

2. _____ nɪ́ɪ̀ anɔ̃. (too)(Progres., 1st Pers. Sing.) 'I am ironing.'

3. Kofímè _____ nɪ́ɪ̀ anɔ̃. (too) (Progres) 'Kofi and his friends are ironing.'

4. Gbɔbilɔ́ lɛ̀ _____ loó lɛ́. (tsukɔ) (Past) 'The hunter cured the meat.'

5. Gbɔbilɔ́ lɛ́ _____ loó lɛ́. (tsukɔ) (Perfect) 'The hunter has cured the meat.'

6. _____ _____ nyɛ̃̀. (sɔle...hã́) (Perfect, 1st pers. sing.) 'I have prayed for you.'

7. _____ _____ lɛ̀. (sɔle...hã́) (Perfect, 3rd pers. pl.) 'They have prayed for him.'

8. _____ gbɛ́ lɛ̀ toí. (dãmɔ̃) (Future, partially reduced; 1st pers. sing.) 'I shall stand at the edge of the road.'

9. _____ gbɛ́ lɛ̀ toí. (dãmɔ̃) (Future, fully reduced; 1st pers. sing.) 'I shall stand at the edge of the road.'

10. _____ gbɛ́ lɛ̀ toí. (dãmɔ̃) (Future, 1st pers. pl.) 'We shall stand at the edge of the road.'

Drill 109: Insert the low tone verbs in the sentences.

1. Enyɛ̃mɪ̃́ lɛ̀ _____ gbɛ́ lɛ̀ toí. (dãmɔ̃) (Future)
'His brother will stand at the edge of the road.'

2. _____ _____ bɔ̀. (sɔle...hã́) (Past, 1st pers. sing.)
'I prayed for you.'

3. _____ dáa gbɪ̀. (sɔle) (Habitual, 1st pers. pl.)
'We pray every day.

4. _____ dáa lèébɪ́. (sɔle) (Habitual, 1st pers. sing.)
'I pray every morning.'

5. _____ lòo? (sũmɔ̃) (Neg. Aor., 2nd pers. sing.)
'Don't you like meat?'

6. _____ lòo. (sũmɔ̃) (Neg. Aor., 1st pers. sing.)
'I don't like meat.'

7. Nùṹ lɛ́ _____ mɪ̃́sàne. (sũmɔ̃) (Neg. Aor.)
'The man doesn't like me.'

8. Kofí_____ wónũ̀ dãã̀. (sũmɔ̃) (Neg. Perf.)
'Kofi has never liked soup.'

9. Sówà _____ lòo dãã̀. (sũmɔ̃) (Neg. Perf.)
'Sowa has never liked meat.'

10. _____ dɔ́ŋŋ. (wɔlɔ) (Neg. Perf., 1st pers. sing.)
'I have not coughed again.'

Drill 110: Insert the low tone verbs in the sentences.

1. Óbi lɛ́ _____ dɔ́ŋŋ. (wɔlɔ) (Neg. Fut.)
'Your child will not cough again.'

2. _____ èhe éfɔ̀ŋ́ŋ. (dzwɛ̃ŋ) (Neg. Fut., 1st pers. pl.)
'We will not think evil of him.'

3. _____ míhɛ́ eflɔ̀. (sɛ̃ŋ) (Neg. Fut., 1st pers. sing.)
'I shall not hang myself for nothing.'

4. _____ lɛ̀. (gwao) (Imperative Sing.)
'Whip him!'

5. _____ àmɛ̃. (gwao) (Imperative Pl.)
'Whip them!'

6. _____ yɛ̀ bíɛ́. (sre) (Neg. Imperat. Sing.)
'Don't swim here!'

7. _____ yɛ̀ faá lɛ̀ miŋ. (sre) (Neg. Imperat. Pl.)
'Don't swim in the river!'

8. Ekɛɛ́ gbɔ̀bilɔí lɛ́ _____ lɛ̀. (tiu) (Consecutive)
'He said the hunters should follow him up.'

9. Ekɛɛ́ _____ tsó lɛ́. (tɛo) (Neg. Consecut., 2nd pers. sing.)
'He said you should not plant the tree.'

10. Nyɛ̃́hãã̀ _____ ʃĩ fíɔ́o. (dãmɔ̃) (Permissive Pl., 3rd pers. pl.)
'Let them stand a little.'

LESSON FORTY ONE

Dialogue: At the Market

A: Wɔbaágbà nyɛ̃ nɔ̃́nĩ wɔ̀nà yɛ dzrá lɛ̀ nɔ̃.
'We will describe for you what we saw in the market.'

B: Nyɛ̃́ lɛ́ dɔ̀ra gbĩ, hèwɔ́ lɛ́ dzɛ́mɛ̃̀ sɔ ékpakpa.
'Yesterday was market day, so the place was really crowded.'

A: Kooŋbíĺ srɔ̀toiśrɔ̀toi dzɛ aklowáĺ lɛ fɛ̃̀ɛ̃̀ mlŋ amɛ̃̀bawo dzra.
'All kinds of country people came from the villages and displayed their wares.'

B: MɛĨkomɛ̃Ĩ tre yɛ̀lɛ, mɛ̀Ĩkomɛ̀Ĩ tre àmóɔ̀.
'Some carried yams, some carried tomatoes.'

A: MɛĨkomɛ̃Ĩ hɔ̃̀ɔ̃́ mùtsru, mɛ̀Ĩkomɛ̃̀Ĩ hɔ̃̀ɔ̃́ sɛbɛ.
'Some sold palm oil; some sold garden eggs.'

B: Dzrayelɔi pii hṹ kὲ lɔ́lὲ dzɛ Gã kɛba.
'Many traders too came by lorry from Accra.'

A: Mãmáhɔ̃̀ɔ́lɔ̀i tre mãmá kὲkpakpaá ʃ̀ĩ.
'Cloth-sellers were hawking their goods.'

B: Nĩ yei wúdzĩwùdzĩ komɛ̃́ĩ trà loo kɛ kɛ̃ntɛ̃́ĩ̀ asɛɛ.
'And some big fat women sat behind baskets of fish.'

Vocabulary

sɔ. 'to teem with life or action'	sébɛ. 'garden egg'
koombíl. 'rustics'	dzrayelɔ. 'trader'
wo dzra. 'to lay out wares for sale'	kpa...ʃĩ. 'roam about'
amóò. 'tomato'	wúdzĩwùdzi. 'very big'
mutsru. 'palm oil'	kɛ̃ntɛ̃́ŋ. 'basket'

NOTES

Contonation Patterns: Monosyllabic Low Tone Verbs

(i) Monosyllabic Low tone verbs, sometimes referred to here as Monosyllabic Class II, such as gbe 'to kill', ta 'to chew' have the contonation patterns given below. A few monosyllabic verbs (Monosyllabic Class III) e. g. ba, 'to come' have the same contonation patterns except in the Negative Aorist, Negative Perfect, Negative Future and Positive Imperative Singular, where they have the tonal patterns of High tone verbs.

The Class III roots are:

be. 'to be well cooked'	ye. 'to eat'
ba. 'to come'	le. 'to know'
wɔ. 'to sleep'	nũ. 'to hear'; 'to understand'
wa. 'to be hard'	bo...toí. 'to listen'
wo. 'to wear'	dzɛ. 'to come from'
ho. 'to pass'	

TABLE VII: CONTONATION PATTERNS OF THE MONOSYLLABIC LOW TONE VERBS

Tense	Marker	Root	Marker
1. Past			

Tense	Marker	Root	Marker
2. Perfect	é	`	
3. Progressive	mìì	`	
4. Future	bàá!	*	
5. Habitual		`	ɔ
6. Neg. Aorist	é!	´	´ (`)
7. Neg. Perfect	é!	´	kɔ
8. Neg. Future	é!	´	* ɳ
9. (a) Imp. Sing.		`	´
9. (b) Imp. Pl.	nyɛ̃́	`	à
10. (a) Neg. Imp. Sing.	kàá!	*	
10. (b) Neg. Imp. Pl.	nyɛ̃́ ká	`	à
11. Consecutive	á!	*	-
12. Neg. Consecut.	áká!	*	-
13. (a) Permissive Sing.	á!	*	-
13. (b) Permissive Pl.	á	`	à

(ii) The symbols and the patterns used with pronominal subject prefixes are the same as for Tables V and VI. Pronominal subject prefixes also replace the marker prefix in the Negative Aorist, Negative Future and Negative Perfect tenses.

LESSON FORTY TWO

Drill 111: Repeat. Low tone verbs are underlined.

1. Kofí gbè toó lɛ́. (Past) 'Kofi slaughtered the sheep.'
2. Ámá gbè toó lɛ́. (Past) 'Ama slaughtered the sheep.'
3. Sówà gbe toó lɛ́. (Past) 'Sowa slaughtered the sheep.'
4. Wɔgbe toó lɛ́. (Past) 'We slaughtered the sheep.'
5. Migbe toó lɛ́. (Past) 'I slaughtered the sheep.'
6. Nũũ̀ lɛ̀ gbe toó lɛ́. (Past) 'The man slaughtered the sheep.'

7. Kofí egbè dɔ́kɔ̀dɔ́kɔ̀. (Perf.) 'Kofi has killed a duck.'

8. Ámá egbè dɔ́kɔ̀dɔ́kɔ̀. (Perf.) 'Ama has killed a duck.'

9. Sówà égbè dɔ́kɔ̀dɔ́kɔ̀. (Perf.) 'Sowa has killed a duck.'

10. Wɔ́gbè dɔ́kɔ̀dɔ́kɔ̀. (Perf.) 'We have killed a duck.'

11. Mígbè dɔ́kɔ̀dɔ́kɔ̀. (Perf.) 'I have killed a duck.'

12. Nũũ lɛ́ egbè dɔ́kɔ̀dɔ́kɔ̀. (Perf.) 'The man has killed a duck.'

Drill 112: Repeat

1. Ágo mĩĩtsa bú. (Progr.) 'Ago is digging a hole.'

2. Ootsa bú. (Progr.) 'You are digging a hole.'

3. Eetsa bú. (Progr.) 'He is digging a hole.'

4. Mĩĩtsá bu. (Progr.) 'I am digging a hole.'

5. Mĩĩtsà kaáá. (Progr.) 'I am digging up crabs.'

6. Mĩĩtsá. (Progr.) 'I am digging.'

7. Ómũsũ mĩĩda. (Progr.) 'Your stomach is growing big.'

8. Kofí làa dáa gbĩ̀. (Habit.) 'Kofi dreams every day.'

9. Sówà gbeɔ too waa. (Habit.) 'Sowa is good at slaughtering sheep.'

10. Mĩ́làa dáa mã̀ŋkɛ̃. (Habit.) 'I dream every night.'

11. Wɔgbeɔ too dáa otsi. (Habit.) 'We slaughter sheep every week.'

12. Nũũ lɛ̀ tsaa kaáá wàa. (Habit.) 'The man is good at digging up crabs.'

Drill 113: Repeat

1. Ebaátsɛ́ tsɔ̃. (Fut.) 'It will delay too much.'

2. Ebaátsɛ̀ waa. (Fut.) 'He will stay very late.'

3. Míbatsɛ́ ŋmɛ̃nɛ̃́. (Fut.) 'I will stay late today.'

4. Míbatsɛ̀ Hɔgbaa. (Fut.) 'I will stay late Sunday.'

5. Nũũ lɛ̀ baágbè too. (Fut.) 'The man will slaughter a sheep.'

6. Gbeé tòo. (Posit. Imp. Sing.) 'Slaughter a sheep!'

7. Gbeé dɔkɔ̀dɔ́kɔ̀. (Posit. Imp. Sing.) 'Kill a duck!'

8. Tsaá sũ kɛ́bá. (Posit. Imp. Sing.) 'Dig up soil and bring it.'

9. Tsaá bu yè bíɛ́. (Posit. Imp. Sing.) 'Dig a hole here!'

10. Nyɛ́mɛ̀ã fíòo. (Posit. Imp. Pl.) 'Wait a little!'

Drill 114: Repeat

1. Kofí emɛ̃̀ɛ̃̀ Sowà. (Neg. Aor.) 'Kofi didn't wait for Sowa.'

2. Sówà émɛ̃̀ɛ̃̀ Kòfí. (Neg. Aor.) 'Sowa didn't wait for Kofi.'

3. Nũũ lɛ́ etsáa sũ lɛ́. (Neg. Aor.) 'The man didn't dig up the soil.'

4. Mímɛ̃̀ɛ̃̀ lè. (Neg. Aor.) 'I didn't wait for him.'

5. Étsɛ́ɛ kwlaa. (Neg. Aor.) 'He didn't stay long at all.'

6. Amɛ́nãã mòkomoko. (Neg. Aor.) 'They didn't see anyone.'

7. Kofí ekṹkò eyí lɛ́. (Neg. Perf.) 'Kofi hasn't cut his hair.'

8. Ékṹkò eyí lɛ́. (Neg. Perf.) 'He hasn't cut his hair.'

9. Ónã́kò nókó. (Neg. Perf.) 'You haven't seen anything yet.'

10. Amɛ́gbɛ́kò toó lɛ́. (Neg. Perf.) 'They haven't slaughtered the sheep.'

Drill 115: Repeat

1. Émɛ̃̀ɛ̃̀. (Neg. Aor.) 'He didn't wait.'

2. Sówà étsákò sũ lɛ́. (Neg. Perf.) 'Sowa hasn't dug up the soil.'

3. Wómɛ̃̀ŋ nyɛ̃. (Neg. Fut.) 'We will not wait for you.'

4. Amɛ́nã́ŋ gbekɛ̃́biɪ́ lɛ́. (Neg. Fut.) 'They will not see the children.'

5. Sówà étsáŋ bu lɛ́. (Neg. Fut.) 'Sowa will not dig the hole.'

6. Mínũ̀ŋ dãã dɔ̃ŋŋ. (Neg. Fut.) 'I shall not drink alcohol again.'

7. Nũũ lɛ́ egbɛ́ŋ dokòdókò. (Neg. Fut.) 'The man will not slaughter a duck.'

8. Nyɛ́kamɛ̀a wɔ. (Neg. Imp. Pl.) 'Don't wait for us!'

9. Nyɛ́kamɛ̀ã. (Neg. Imp. Pl.) 'Don't wait!'

10. Nyɛ́kamɛ̀ã dɔ̃ŋŋ. (Neg. Imp. Pl.) 'Don't wait any more!'

LESSON FORTY THREE

Drill 116: Repeat. Low tone verbs are underlined.

1.	Kaámɛ̃̀.	(Neg. Imp. Sing.)	'Don't wait!'
2.	Kaámɛ̃̀ Sowà.	(Neg. Imp. Sing.)	'Don't wait for Sowa.'
3.	Kaámɛ̃̀ Kofí.	(Neg. Imp. Sing.)	'Don't wait for Kofi.'
4.	Kaámɛ̃̀ mĩ.	(Neg. Imp. Sing.)	'Don't wait for me.'
5.	Kaámɛ̃̀ tsɔ̃.	(Neg. Imp. Sing.)	'Don't wait too much.'
6.	Kaámɛ̃̀ kɛkɛ.	(Neg. Imp. Sing.)	'Don't wait for nothing."
7.	Wómɛ̃̀.	(Posit. Indir. Imp.)	'We should wait.'
8.	Amɛ́mɛ̃̀ fiɔ̀o.	(Posit. Indir. Imp.)	'They should wait a little.'
9.	Mímɛ̃̀?	(Posit. Indir. Imp.)	'Should I wait?'
10.	Wómɛ̃̀ amɛ̃	(Posit. Indir. Imp.)	'We should wait for them.'

Drill 117: Repeat

1.	Kofí agbè toó lɛ̀.	(Posit. Indir. Imp.)	'Kofi should slaughter the sheep.'
2.	Kofí agbé dokòdókò.	(Posit. Indir. Imp.)	'Kofi should kill the duck.'
3.	Kofí kèé àmɛ́mɛ̃̀ Sowà.	(Posit. Consecut.)	'Kofi says they should wait for Sowa.'
4.	Kofí kèé Sowà ámɛ̀ amɛ̃.	(Posit. Consecut.)	'Kofi says Sowa should wait for them.'
5.	Ópàpá kèé omɛ̃̀.	(Posit. Consecut.)	'Your father says you should wait.'
6.	Amɛ̃kɛ́é nyɛ̃tsá bu lɛ̀.	(Posit. Consecut.)	'They say you should dig the hole.'
7.	Ópàpá kèé omɛ̃̀ lɛ.	(Consecut.)	'Your father says you should wait for him.'
8.	Wókamɛ̃̀.	(Neg. Indir. Imp.)	'We should not wait.'
9.	Amɛ́kamɛ̃̀ kwlaa.	(Neg. Indir. Imp.)	'They should not wait at all.'
10.	Amɛ́kamɛ̃̀ wo.	(Neg. Indir. Imp.)	'They should not wait for us.'

Drill 118: Repeat

1.	Kofímɛ̃̀ akamɛ̃̀.	(Neg. Indir. Imp.)	'Kofi and his friends should not wait.'
2.	Kofímɛ̃̀ akamɛ̃̀ mĩ.	(Neg. Indir. Imp.)	'Kofi and his friends should not wait for me.'

3. Kofímɛ̃́ akamɛ̃́ dɔ̃ŋŋ. (Neg. Indir. Imp.) 'Kofi and his friends should not wait anymore.'

4. Ómɔ̃̀mí̀ kɛ̀ɛ́ okamɛ̃́. (Neg. Consecut.) 'Your mother says you should not wait.'

5. Ómɔ̀mí̀ kɛ̀ɛ́ okamɛ̃̀ lɛ. (Neg. Consecut.) 'Your mother says you should not wait for her.'

6. Amɛ̃kɛɛ́ wɔkamɛ̃̀? (Neg. Consecut.) 'They say we should not wait?'

7. Amɛ̃kɛɛ́ wɔkamɛ̃́. (Neg. Consecut.) 'They say we should not wait.'

8. Kofí kɛ̀ɛ́ Sowà ákamɛ̃́. (Neg. Consecut.) 'Kofi said Sowa should not wait.'

9. Kofí kɛ̀ɛ́ Sowà ákamɛ̃̀ lɛ. (Neg. Consecut.) 'Kofi said Sowa should not wait for him.'

10. Ekɛɛ́ yòó lɛ́ akagbɛ́ dɔkɔ̀dɔ́kɔ́ lɛ́. (Neg. Consecut.) 'He said the woman should not kill the duck.'

Drill 119 : Repeat

1. Hã́ Kɔ̀fí amɛ̃́. (Permis. Sing.) 'Let Kofi wait.'

2. Hã́ àmɛ̃́mɛ̃́. (Permis. Sing.) 'Let them wait.'

3. Hã́ mɔ̃̀mɛ̃́. (Permis. Sing.) 'Let me wait.'

4. Hã́ emɛ̃́. (Permis. Sing.) 'Let him wait.'

5. Kaáhã Kɔ̀fí mɛ̃̀. (Permis. Sing.) 'Don't let Kofi wait.'

6. Kaáhã Kɔ̀fí mɛ̃̀ tsɔ̃́. (Permis. Sing.) 'Don't let Kofi wait too long.'

7. Kaáhã àmɛ̃́mɛ̃̀ wɔ. (Permis. Sing.) 'Don't let them wait for us.'

8. Nyɛ́hãã̀ Kofí amɛ̀ɛ̃̀. (Permis. Pl.) 'Let Kofi wait.'

9. Nyɛ́hãã̀ Kofímɛ̃́ amɛ̀ɛ̃̀. (Permis. Pl.) 'Let Kofi and his friends wait.'

10. Nyɛ́hãã́ mɔ̃gbèa toó lɛ́. " 'Let me slaughter the sheep.'

Drill 120: Repeat

1. Nyɛ́kahãã̀ Kofí mɛ̀ɛ̃̀. (Permis. Pl.) 'Don't let Kofi wait.'

2. Nyɛ́kahãã́ Sowà mɛ̃̀ɛ̃̀ tsɔ̃́. (Permis. Pl.) 'Don't let Sowa wait too much.'

3.	Nyɛ́kahãã̀ Kofímɛ̀ mɛ̃̀ã.	(Permis. Pl.)	'Don't let Kofi and company wait.'
4.	Nyɛ̃kahãã̀ emɛ̃̀ã pii.	(Permis. Pl.)	'Don't let him wait a lot.'
5.	Nyɛ́kahãã̀ amɛ̃mɛ̃̀ã.	(Permis. Pl.)	'Don't let them wait.'
6.	Nũ̀ṹ lɛ̀ hãã Kòfí amɛ̃̀.	(Permis. Sing.)	'The man didn't let Kofi wait.'
7.	Nũ̀ṹ lɛ̀ hã́ Kòfí mɛ̃̀.	(Permis. Sing.)	'The man let Kofi wait.'
8.	Nũ̀ṹ lɛ̀ hã̀ Sowà ámɛ̃̀.	(Permis. Sing.)	'The man will not let Sowa wait.'
9.	Nũ̀ṹ lɛ̀ hãkò Sówà ámɛ̃̀.	(Permis. Sing.)	'The man has not allowed Sowa to wait.'
10.	Nyɛ̃hã́ womɛ̃̀.	(Consecut.)	'You will not let us wait.'

LESSON FORTY FOUR

Nouns and Adjectives

(i) Nouns and Adjectives are words which have different forms only for singular and plural number, and words which function similarly to those that have.

(ii) A Noun can be the head or the only member of a Noun Phrase that can function as the subject or object of a verb in the sentence. An Adjective qualifies a Noun, and cannot be the only member of a Noun Phrase.

(iii) An Adjective agrees in number with the Noun it qualifies, and follows it in the Noun Phrase. Other words functioning as Adjectives may precede the Noun.

(iv) A Noun Phrase can be either closed or open: a closed Noun Phrase has as its final constituent the enclitic lɛ́; an open Noun Phrase does not end in lɛ́.

(v) Adjectives that qualify a Noun that is the head of a closed Noun Phrase occur before the enclitic lɛ́.

(vi) Some Nouns and Adjectives are distinguished only by the position they occupy in the Noun Phrase. Some Nouns begin with a high tone syllable é- that is absent in the corresponding adjectives.

Adjective	Noun
kpákpa. 'good'	ékpakpa. 'good'
fɔ̃ŋ́. 'bad'	éfɔ̀ŋ́. 'evil'

Adjective	Noun
yɛ́ŋ̀. 'white'	éyɛŋ̀, 'white'
tsru. 'red'	étsrù. 'red'
komé. 'one'	ékòmé. 'one'

Drill 121: Repeat.

1. Nũũ. 'A man.'
2. Nũũ ko. 'A certain man.'
3. Nũũ tsru ko. 'A certain fair-coloured man.'
4. Nũũ kakãdã́ŋ̀ŋ kɔ̀. 'A certain tall man.'
5. Nũũ tsru kakãdã́ŋ̀ŋ kɔ̀. 'A tall fair-coloured man.'
6. Nũṹ lɛ̀. 'The man.'
7. Nũũ tsru kakãdã́ŋ̀ŋ lɛ̀. 'The tall red man.'
8. Be kó lɛ̀. 'Once upon a time.'
9. Hĩĩ komɛ̃́ĩ́. 'Certain men.'
10. Hĩĩ komɛ̃́ĩ́ lɛ̀. 'Those men.'
11. Hĩĩ tsudzĩ kakãdã́dzì komɛ̃́ĩ. 'Certain tall fair-coloured men.'
12. Hĩĩ tsudzĩ kakãdã́dzì komɛ̃́ĩ́ lɛ̀. 'Those tall fair-coloured men.'

Drill 122: Repeat.

1. Agbó lɛ̀. 'The big one.'
2. Agbó àgbo. 'A big gate.'
3. Agbóì agboi étɛ̃̀ lɛ̀. 'The three big gates.'
4. Wolo dĩ́ŋ̀ bibìóo lɛ̀. 'The small black book.'
5. Édĩŋ̀ bibìóo lɛ̀. 'The small black one.'
6. Bíbiì lɛ̀. 'The small ones.'
7. Gbékɛ̀biì bibiì lɛ̀. 'The little children.'
8. Hĩĩ étɛ̃̀ lɛ̀ fɛ̃́ɛ̃́ nã̀ lɛ. 'All the three men saw him.'
9. Hĩĩ fɛ́ɛ̃́ hì. 'All men are good.'

10. Emãmí dĩ̀ɛ̃ŋtsɛ ba. 'Her mother came herself.'

LESSON FORTY FIVE

Dialogue

A: Klɔ́mɔ̃ kapèdzĭ́ lɛ́ nĭ́ dzẁre ɔ̀kplɔ̃́ŋ lɛ̀ nɔ̃́ lɛ́ ohã mɪ̀́.

'Pick up the pennies on the table for me.'

B: Ãnĭ́ okplɔ̃́ŋ lɛ̀ nɔ̃ okɛɛ́ lɛ̀, áloo ɛ̀ʃĭʃĭ́.

'Did you say on the table, or under it?'

A: Mikɛɛ́ èyitɛ́ŋ.

'I said on top.'

B: Mĭ́ɪ̀la fɛ̃́ɛ̃́ momo.

'I have picked them up already.'

A: Yoo. Kwémɔ sɛ̀ɛ̃́ lɛ̀ sɛɛ ákɛ́ ɔbaánã́ migá lɛ̀ ló.

'Okay. See if you can find my ring behind the chair.'

B: Mĭ́nã̀. Ekã́ sɛ̀ɛ̃́ lɛ́ nĭ́ mã̀ saatsó lɛ́ hĭ̃́ɛ̃̀ lɛ̀ mãsɛí.

'I have found it. It was beside the chair in front of the bedstead.'

A: Mɔ́. Ahékoo.

'Well done. Congratulations.'

Vocabulary

Klɔ́. 'to pick'	hla. 'to pick up'
kápɛ̀, kápèdzĭ. 'penny, pennies'	mómo. 'already'
nĭ́. 'which'	ló. Interrogative word
dzẁre. 'to lie on'	mã. 'to stand at'
okplɔ̃́ŋ. 'table'	saatso. 'bedstead'
nɔ̃́. 'on, upon'	hĭ̃́ɛ̃̀. 'in front of'
ãnĭ́. 'is it?'	mãsɛí. 'near; by the side of'
yitɛ́ŋ. 'top'	

NOTES

Contonation Patterns: High-Mid Verbs

The Table below sets out the contonation patterns for High-Mid tone verbs such as tsákɛ́ 'to change' and bɛ́ŋkɛ́ 'to move near'. Symbols and formal changes with pronominal prefixes are the same as for Tables V, VI and VII.

TABLE VIII: Contonation Patterns: High-Mid Verbs

Tense	Marker	Root	Marker
Past	!	´ *	
Perfect	é!	´ *	
Progressive	mĩĩ	´ *	
Future	bàá	´ *	
Habitual	!	´ `	ò
Neg. Aorist		´ '	´ (ˋ)
Neg. Perf.		´ '	kò
Neg. Fut.		´ '	*
Imp. Sing.		´ '	mɛ̃́
Imp. Pl.	nyɛ̃́	´ `	à
Neg. Imp. Sing.	kàá	´ *	
Neg. Imp. Pl.	nyɛ̃́ká	´ `	à
Consecut.	á	´ *	
Neg. Consecut.	á ká	´ *	
Permiss. Sing.	a	´ *	
Permiss. Pl.	á	´ `	à

LESSON FORTY SIX

Drills: Repeat. High-Mid Verbs are underlined.

Drill 123.

1. Kofí tsákè ʃiká lɛ́. (Past) 'Kofi changed the money.'

2. Kofí tsákɛ́ mĩʃiká lɛ́. (Past) 'Kofi changed my money.'

3. Ámá tsákè mĩʃìká lɛ́. (Past) 'Ama changed my money.'

4. Sówà tsákè ʃìká lɛ́. (Past) 'Sowa changed the money.'

5. Sówà tsákɛ́ mĩʃìká lɛ́. (Past) 'Sowa changed my money.'

6. Nũũ lɛ̀ tsákɛ́ ʃìká lɛ́. (Past) 'The man changed the money.'

7. Wɔbɛ́-kɛ̀ amɛ̃. (Past) 'We are near them.'

8. Amɛ̃bɛ́-kɛ́ gbekɛ̃bi lɛ́. (Past) 'They are near the children.'

9. Mĩpɛ́ntɛ́ ʃĩnãã lɛ̀ he nyɛ̃. (Past) 'I painted the door yesterday.'

10. Mĩ́flikì kɛtee Gã. (Past) 'I flew to Accra.'

Drill 124

1. Kodzó etsákè ʃìká lɛ́. (Perfect) 'Kodzo has changed the money.'

2. Ámá etsákɛ́ mĩʃìká lɛ́. (Perfect) 'Ama has changed my money.'

3. Kɔ̃nè ébɛ́-kɛ̀ wɔ ágbɛ̃nɛ̃́. (Perfect) 'Koney has moved near us now.'

4. Dɔ́ktà éflikì kétèe Kũmããse. (Perfect) 'Doctor has flown to Kumasi.'

5. Dɔ́ktá lɛ́ eflikì kétèe Kũmããse. (Perfect) 'The doctor has flown to Kumasi.'

6. Mítsákè ʃìká lɛ́. (Perfect) 'I have changed the money.'

7. Wɔ́tsákè wɔʃìká lɛ́. (Perfect) 'We have changed our money.'

8. Amɛ́tsákɛ́ mĩʃìká lɛ́. (Perfect) 'They have changed my money.'

9. Étsákè ʃìká lɛ́. (Perfect) 'He has changed the money.'

10. Étsákè? (Perfect) 'Has he changed it?'

Drill 125

1. Kodzó mĩĩtsákè ʃìká lɛ́. (Progressive) 'Kodzo is changing the money.'

2. Ámá mĩĩtsákɛ́ oʃìká lɛ́. " 'Ama is changing your money.'

3. Sówà mĩĩtsákè wɔʃìká lɛ́. " 'Sowa is changing our money.'

4. Draíva lɛ̀ mĩĩtsákè etalé. " 'The driver is changing his clothes.'

5. Amɛ̃mĩĩtsákè amɛ̃he. " 'They are changing .'

6. Eetsákɛ́ nɔ̃fɛ̃ɛ̃nɛ̃. " 'He is changing everything.'

7. Ootsákè ʃìká lɛ̀? " 'Are you changing the money?'

8. Mí ĩtsakɛ̀ mĩnĩfèémɔ̃. (Progressive) 'I am changing my behaviour.'

9. Eenĩnà wɔ. " 'He is catching up with us.'

10. Oosísɛ̃ tsɔ̃. " 'You are too much of a parasite.'

Drill 126

1. Tetɛ baáfɛ̃nè kpãã lɛ́. (Future) 'Tetteh will untie the string.'

2. Nũũ lɛ̀ baáfɛ̃nè kpãã lɛ́. " 'The man will untie the string.'

3. Ámá bàáfɛ̃nè kpãã lɛ́. " 'Ama will untie the string.'

4. Míbatsakè ʃiká. " 'I will change money.'

5. Mãtsakè ʃiká sãŋŋ. " 'I will change a considerable sum of money.'

6. Nyɛ̃baátsakè ʃikaˇ?. " 'Will you change money?'

7. Kodzó kálɔ nɔ̃fɛ̃ɛ̃nɔ̃. (Habitual) 'Kodzo remembers everything.'

8. Ámá kálɔ emãmĩ daa. " 'Ama always remembers her mother.'

9. Nũũ lɛ̀ kálɔ emãŋ dáa gbì." 'The man remembers his hometown every day.'

10. Mí kálɔ ópàpá tsɛ̃. " 'I remember your father too well.'

LESSON FORTY SEVEN

Drills: Repeat. High-Mid Verbs are underlined.

Drill 127

1. Kofí kalí mòkomoko. (Neg. Aorist) 'Kofi does not remember anybody.'

2. Ámá kãnée nĩŋmãã lɛ́. " 'Ama did not read the writing.'

3. Tetɛ táɔ́o nokɔ́. " 'Tetteh is not looking for anything.'

4. Gbékɛ̃ lɛ́ kalí ètsɛ gbéí. " 'The child does not remember his father's name.'

5. Mí kalí lɛ̀. " 'I don't remember him.'

6. Amɛ̃kálí bɔ̀. " 'They don't remember you.'

7. Kofí kãnékò woló lɛ́. (Neg. Perf.) 'Kofi has not read the book.'

8. Amɛ̃kálkò hénĩ ɔ̀dzɛ. " 'They have not remembered where you are from.'

9. Mí gũmɛ̃kò ékò dãã. " 'I have not peeled one before.'

10. Nũũ lɛ́ gũmɛ̃kò akutú dãã. " 'The man has not peeled oranges before.'

Drill 128.

1. Tetè tsakèŋ ʃiká lɛ̀. (Neg. Fut.) 'Tettey will not change the money.'

2. Ámá kãnèŋ nĩŋmãã nɛ̃ɛ̃. " 'Ama will not read this writing.'

3. Mĩkpotòŋ sũ lɛ̀. " 'I will not mix up the soil.'

4. Mĩkposáŋ mĩdɛ̃. " 'I will not rub my hands.'

5. Nũũ lɛ̀ kotáŋ mãmá lɛ̀. " 'The man will not fold the cloth.'

6. Tete kãnèŋ owòló lɛ. " 'Tetteh will not read your book.'

7. Tsákèmõ onĩfèémõ. (Dir. Imp. Sing.) 'Change your behaviour!'

8. Ófàí ↘ nɛ̃, tsákèmõ mĩʃìká nɛ̃ɛ̃. " 'Please change my money.'

9. Gũũmõ àkutú lɛ̀ he. " 'Peel the orange!'

10. Tsũũmõ kaá lɛ̀ he. " 'Wipe the car clean!'

Drill 129.

1. Nyɛ̃tsakèa nyɛ̃nĩfèémõ. (Dir. Imp. Pl.) 'Change your behaviour!'

2. Nyɛ̃tsũmõã káá lɛ̀ he. " 'Wipe the car clean!'

3. Nyɛ̃gũmõã akutúí lɛ̀. " 'Peel the oranges!'

4. Kaátsakè ʃiká òhã mõnɛ̃. (Neg. Imp. Sing.) 'Don't change money for this fellow.'

5. Kaátsakè nokónokò ohã lɛ̀. " 'Don't change anything for him.'

6. Kaátsũmõ kaá lɛ̀ he leébí nɛ̃ɛ̃. " 'Don't wipe the car this morning.'

7. Kaágũmõ akutú lɛ̀. " 'Don't peel the orange.'

8. Nyɛ̃katsakèa nyɛ̃he dãã. (Neg. Imp. Pl.) 'Don't change yet.'

9. Nyɛ̃katsakèa nókónokó. " 'Don't change anything.'

10. Nyɛ̃kafatàa amɛ̃he. " 'Don't join them.'

Drill 130.

1. Ekɛɛ́ nũũ lɛ̀ atsakè eʃiká lɛ̀. (Consecut.) 'He said the man should change his money.'

2. Ekɛɛ́ otsakè eʃiká lɛ̀ ohã lɛ̀. " 'He says you should change his money for him.'

3. Ekɛ́ Tètɛ átsũmɛ̃̀ kaà lɛ̀ he. (Consecut.) 'He says Tetteh should wipe the car.'

4. Ekɛ́ Tètɛ ákatsũmɛ̃̀ kaà lɛ̀ he. (Neg. Consecut.) 'He says Tetteh should not wipe the car.'

5. Ekɛ́ mĩkaɡũmɛ̃̀ akutú lɛ́. (Neg. Consecut.) 'He says I should not peel the orange.'

6. Hấ mãtsakɛ̀ oʃìká lɛ́. (Permiss. Sing.) 'Let me change your money.'

7. Hấ Tètɛ átsakɛ̀ ʃìká lɛ̀ dấã̀. " 'Let Tetteh change the money first.'

8. Nyɛ́hãã̀ mãtsakɛ̀a ʃìká lɛ̀ dấã̀. (Permiss. Pl.) 'Let me change the money first.'

9. Nyɛ́hãã̀ Amà akãnèa mĩwòló lɛ́. (Permiss. Pl.) 'Let Ama read my book.'

10. Nyɛ́kahãã̀ Amà kãnèa míwòló lɛ́. " 'Don't let Ama read my book.'

LESSON FORTY EIGHT

Compound Nouns and Possessive Noun Phrases

(i) A Compound Noun is a structure of Noun + Noun which functions as a single Noun. A Compound Noun is marked by pluralisation of the structure as a whole, i. e. the plural form of the Compound Noun has the plural suffix marker only with the final Noun of the Compound.

(ii) A singular Compound Noun is in form very similar to a singular Noun Phrase of Possessive structure, since the order of elements is the same. But it is identifiable by reference to the corresponding plural form, since the Possessive Plural phrase has an overt a- marker.

These patterns may be represented:

Compound Nouns:	(1) Ns + Ns	Singular
	(2) Ns + Np	Plural
Possessive Phrases:	(1) Ns + Ns	Singular Possessor
	(2) Ns + Np	Singular Possessor
	(3) Np + aNs	Plural Possessor
	(4) Np + aNp	Plural Possessor

Drill 131. Repeat. Compound Nouns are underlined.

1. Eemã̀ tsɔtsũ̀ yɛ̀ Tɛmã̀. 'He is erecting a wooden building at Tema.'

2. Eemãmɔ̃ tsotsũĩ étɛ̃̀ yɛ Temã. 'He is erecting three wooden buildings at Tema.'

3. Ótsòfã́ lɛ̀ kɛ mi éyè. 'Your medicine has agreed with me.'

4. Dɔkta Ádè hã́ mì tsofãĩ śrètoi. 'Dr. Addy gave me various drugs.'

5. Kofí sùmɔ̃ɔ̃ dadé àwalé lɛ́. 'Kofi likes the iron spoon.'

6. Kofí yè dadé àwaléì agboi pii. 'Kofi has many big iron spoons.'

7. Nɛ́gbè ówàógà yɛ́ŋ lɛ̀ yɔ́ɔ̀. 'Where is your white ring?'

8. Ewóo èwaógài yɛ́dzĩ́ lɛ́ ŋmɛ̃nɛ̃́. 'She didn't wear her white rings today.'

9. Áʃi yèlɛ fufuí. 'Let them prepare yam fufu'.

10. Ewo ʃiká gà. 'She is wearing a gold ring.'

Drill 132: Repeat. Possessive Noun Phrases are underlined.

1. Eemã tootsũ yɛ Temã. 'He is building a sheep-pen at Tema.'

2. Eemã tooiatsũ yɛ Temã. 'He is building a pen for sheep at Tema.'

3. Eemãnɔ̃ tooiatsũĩ étɛ̃̀ yɛ Temã. 'He is building three pens for sheep at Tema.'

4. Mɛ́ɛ̀ tso fã nɛ́. 'Which tree's root is this?'

5. Tseí afãĩ kũmɔ̃ tsṹ lɛ́. 'Roots of trees broke down the building.'

6. Tseí lɛ̀ afãĩ́ lɛ̀ kũmɔ̃ tsṹ lɛ́. 'The roots of the trees broke down the building.'

7. Ótsɔ́ lɛ̀ fã́ lɛ̀ kũ tsṹ lɛ́. 'The root of your tree broke down the building.'

8. Aafeé yèiakpeé lɛ́ ŋmɛ̃nɛ̃́. 'The women's meeting is being held today.'

9. Áfã̀ fufuí dùadé. 'Let them dig up Cassava for making fufu.'

10. Ehã́ lɛ́ nĩyeli ʃìká. 'He gave her money for food.'

LESSON FORTY NINE

Verbs: Plurals and Iteratives

1. Some verbs have plural forms that occur when the action of the verb is repeated, or when its nominal subject or object is plural. e. g.:

1. Kofí tá dzɛmɛ̀.	(Sing.)	'Kofi sat there.'
2. Kofímɛ̀ trá dzɛmɛ̀.	(Pl.)	'Kofi and his friends sat there.'
3. Nũũ lɛ̀ kɔ́ tɛ.	(Sing.)	'The man picked up a stone.'
4. Nũũ lɛ̀ klɔ́ tɛ́.	(Pl.)	'The man picked up stones.'
5. Ebɔ.	(Sing.)	'He shouted.' (once)
6. Ebɔ́lɔ́	(Pl.)	'He shouted.' (several times)

(ii) These plural forms are derivable from the verb roots. Some monosyllabic verb roots have a plural suffix LV (initial l plus vowel) in which the V unit is most often the same vowel as that of the root. The resulting disyllabic verb form CVLV is most often reduced to a CəLV or CLV form (cf. Lesson 22 for similar reductions).

Root	Plural variants
tá. 'to sit'	trá, tálá.
kɔ́. 'to pick up'	klɔ́, kɔ́lɔ́.
da. 'to be big'	drá, dálá.
bɔ. 'to shout'	blɔ́, bɔ́lɔ́.

(iii) Some monosyllabic roots have a suffix mɔ̃.

tũ. 'to jump'	tũmɔ̃.
mã. 'to build'	mãmɔ̃.
fĩ. 'to tie'	fĩmɔ̃.
bú. 'to wear'	búmɔ̃.

(iv) Some disyllabic verb roots of structure CəLV or CVmɔ̃ are plural in form and meaning but have no corresponding monosyllabic roots.

gũmɔ̃.	'to peel'	wamɔ̃.	'to scratch'
hala, hla, hra.	'to pick'	gblɛ, gbɛlɛ.	'to grind'
tsɔ̃mɔ̃.	'to peel'	flá, fálá.	'to greet'

(v) Some verbs have plurals marked by an i affix.

gbó. 'to die'	gbóí.
tswa. 'to hit'	tswiá.

2. (i) Many verbs have iterative forms, indicating repetition or distribution of the action. The iterative is derived by reduplication of the verb with or without lengthening of the final vowel of the reduplicated form.

(ii) Iteratives of Low-High roots have reduplicated tones of the root. Other iteratives mostly have the tones of the base verb initially, low tones on the reduplicated second half, and a high tone on the final vowel lengthening.

Verb		Iterative
bí,	'to ask'	bíbìí.
hé.	'to buy'	héhèé.
dzo.	'to dance'	dzodzoó.
ye.	'to eat'	yeyeé.
tra.	'to sit'	tràtraá.
tũmɔ̃.	'to jump'	tũmɔ̃tũmɔ̃̃.
dzwre.	'to lie at'	dzwredzwreé.
sɔle.	'to pray'	sɔlesɔleé.
mãle.	'to lie'	mãlemãleé.
tsáké.	'to change'	tsákètsakeé.
fútu.	'to mix'	fútùfutuú.
pilá.	'to wound'	pilápìlá
titi.	'to scratch'	tĩtĩtìtĩ.
kodzó.	'to judge'	kodzókòdzó.
mãdze.	'to send by'	mãdzémãdzé
tswiá.	'to beat'	tswiátswìá.
tsɔ̃ɔ̃.	'to teach'	tsɔ̃ɔ̃tsɔ̃̀ɔ̃̀.

(iii) The iterative of gbó 'to die' has final i instead of lengthened root vowel:

gbó.	'to die'	gbógbòí.

Drill 133. Repeat. Plural forms are underlined.

1. Ḱlɔ̀mɔ̃ wòdzĩ́ lɛ́ ohã mĩ́. 'Pick up the books for me.'

2. Skúùbíí lɛ́ fɛ̃ɛ̃ bàt́rà ʃĩ. 'All the pupils came and sat down.'

3. Éŋm̀lã̀ wodzĩ pii. 'He has written many books.'

4. Nyɔŋmɔʃíìmɔ̃́ lɛ̀ kũmɔ̃ tsṹ lɛ́. 'The thunder wrecked the house.'

5. Nã́mɔ̀ nĩ́biì dzẃre dzɛmɛ̃́ lɛ́. 'Whose things are lying there?'

6. Gbɔ̃mɛ̃ĩ mĩĩgbóì tãmɔ̃ baálábií. 'People are dying like locusts.'

7. Amɛ̃miikɔ̃́mɔ̀ amɛ̃he. 'They are at each other's throats.'

8. Émã̀mɔ̃ tsũĩ éhã́ èŋãmɛ̃́ lɛ́ fɛ̃ɛ̃. 'He has built houses for all his wives.'

9. Efolɔ mãmá lɛ́ dukuduku. 'She cut up the cloth into many pieces.'

10. Gbeé kò miibólɔ́. 'A dog is barking.'

Drill 134. Repeat. Iterative forms are underlined.

1 Apilápìlá lɛ̀ yɛ wɔhewɔ. 'He was wounded because of us.'

2. Amɛ̃feéfèé nĩbií srɔ̀toiśrɔ̀toi. 'They did various things.'

3. Hĩĩ́medzĩ́ lɛ̀ wiéwìé kɛ̀tee kɛba. 'The old men consulted amongst themselves.'

4. Gbóhĩ̀ĩ dzẃredzẁré ŋã́ lɛ̀ nɔ̃ fɛ̃́ɛ̃. 'Dead bodies were scattered all over the field.'

5. Amɛ̃bíbìí lɛ̀ sãdzĩ pii. 'They asked him many questions.'

6. Gbékɛ́bií lɛ̀ ʃwɛ́ʃwɛ̀ɛ́ yɛ̀ gbɛ́ lɛ̀ toí. 'The children played by the road-side.'

7. Emamĩ́mɛ̀ kekeé mĩ́ nĩ̀ĩ pii. 'His mother's group gave me many presents.'

8. Gbɔ̃mɛ̃ĩ́ lɛ̀ dzodzɔó dzè nɛ̃́ɛ̃ miŋ dzoi fɛ̃́ɛ̃. 'The people did many dances from around the world.

9. Amɛ̃tsákètsakeé ʃìkáí srɔ̀toi. 'They changed all sorts of money.'

10. Amɛ̃búà amɛ̃he nãã yɛ tsṹ lɛ̀ miŋ nĩ amɛ̃sɔlesɔleé. 'They assembled in the room and prayed.'

LESSON FIFTY

Contonation Patterns: Low-High Verbs:

The table below presents the contonation patterns for verbs with

low-high tone roots, such as pilá 'to wound':

TABLE IX: Contonation Patterns: Low-High Verbs

Tense	Marker	Root	Marker
Past		ˋ ˊ	
Perfect	é	ˋ ˊ	
Progressive	mĩĩ	ˋ ˊ	
Future	baá!	ˊ ˊ	
Habitual		ˋ ˊ	* ɔ
Neg. Aorist	é!	ˊ ˊ	ˊ(ˋ)
Neg. Perfect	é!	ˊ ˊ	ko
Neg. Future	é!	ˊ ˊ	* ŋ
Imp. Sing.		ˋ ˊ	mɔ́
Imp. Pl.	nyɛ́!	ˊ ˊ	* a
Neg. Imp. Sing.	kaá!	ˊ ˊ	
Neg. Imp. Pl.	(nyɛ́)ká!	ˊ ˊ	* a
Consecutive	á!	ˊ ˊ	
Neg. Consecut.	(a)ká!	ˊ ˊ	
Permiss. Sing.	á!	ˊ ˊ	
Permiss. Pl.	á!	ˊ ˊ	* a

(i) The high tone of the root remains in all tenses. Except in Tense 2, Positive Perfect, the initial low tone of the root is assimilated to mid in a high tone environment within the verb.

(ii) Pronominal subject prefixes and the tense markers mĩĩ - and baá - undergo the same morphophonemic changes that occur in other tenses.

Drills: Repeat. Low-High verbs are underlined.

Drill 135

1. Kofí pìlá èhe. (Past) 'Kofi wounded himself.'

2. Ámá pìlá èhe. " 'Ama wounded herself.'

3. Sówà pilá èhe. (Past) 'Sowa hurt himself.'

4. Nūū̀ lɛ̀ pilá lɛ̀. " 'The man hurt him.'

5. Amɛ̃pilá lɛ̀. " 'They hurt him.'

6. Kofí epìlá èhe. (Perfect) 'Kofi has hurt himself.'

7. Ámá epìlá èhe. " 'Ama has hurt herself.'

8. Sówà épìlá lɛ̀. " 'Sowa has hurt him.'

9. Nūū̀ lɛ́ epìlá èhe. " 'The man has hurt himself.'

10. Amɛ́pìlá àmɛ̃he. " 'They have hurt themselves.'

Drill 136

1. Wópìlá lɛ̀. (Perfect) 'We have hurt him.'

2. Wopilá lɛ̀. (Past) 'We hurt him.'

3. Oodzidzé mīnàã. (Progressive) 'You are molesting me.'

4. Eekasé nīī̀. " 'He is studying.'

5. Mīī̃kásɛ nīī̀. " 'I am learning.'

6. Mīī̃kódzo sànɛ́ lɛ́. " 'I am adjudicating the case.'

7. Kofí miiʃɛdzé Amá mīī̀. " 'Kofi is comforting Ama.'

8. Ámá mīī̃ʃɛdzé Kòfí mīī̀. " 'Ama is comforting Kofi.'

9. Sówà mīī̃ʃɛdzé àmɛ̃fɛ́ɛ̃ àmɛ̃mīī̀." 'Sowa is comforting all of them.'

10. Yoó lɛ̀ mīī̃flí mɔ̃má pìi tsɛ̃. " 'The woman is buying too many cloths on credit.'

Drill 137

1. Kofí bàápíla èhe. (Future) 'Kofi will hurt himself.'

2. Sówà baápíla èhe. " 'Sowa will hurt himself.'

3. Ámá bùátīī̀tī̀ bò. " 'Ama will scratch you.'

4. Yoó lɛ́ baámɔ̃dze bò. " 'The woman will send something with you.'

5. Wobaákásɛ nīī̀. " 'We will learn.'

6. Míbakásɛ nīī̀. " 'I will learn.'

7. Mā́ŝra lɛ̀. (Future) 'I will visit him.'

8. Kofí ŝráà mĩ dáa. (Habitual) 'Kofi visits me regularly.'

9. Sówà piláà ehe. " 'Sowa hurts himself.'

10. Ámá ʃɛ̀dzɛ́ mĩmĩ̀ĩ̀. " 'Ama keeps me happy.'

Drill 138

1. Ekasɛ́ nĩ̀ĩ̀ waa? (Habitual) 'Does he study a lot?'

2. Yoó lɛ̀ flíɔ́ nɔfɛ̃ɛ̃nɔ̃. " 'The woman buys everything on credit.'

3. Kofí ekɒ́lɛ̃ɛ̃↘. (Neg. Aorist) 'Kofi did not agree.'

4. Gbékɛ̃bii lɛ́ ekɒ́lɛ̃ɛ̃ tsú lɛ̀ mĩŋ yaa. " 'The children are not willing to enter the room.'

5. Yoo nɛ̃́ɛ́ eflii nokónokó. " 'This woman buys nothing on credit.'

6. Sówà ékásee èwoló lɛ́. " 'Sowa did not study his book.'

7. Mĩ́kɒ́lɛ̃ɛ̃↘. " 'I don't agree.'

8. Wókódzoo lɛ̀. " 'We do not judge him.'

9. Amɛ̃́kásee nĩ̀ĩ̀. " 'They didn't study.'

10. Amɛ̃́kásee wòló lɛ́. " 'They didn't study the book.'

LESSON FIFTY ONE

Drills: Repeat. Low-high verbs are underlined.

Drill 139

1. Mĩ́dzĩ̀mĩkɔ̀. (Neg. Perf.) 'I am not crazy.'

2. É ʃwílakɔ̀. " 'He is not blind.'

3. Amɛ̃́kɒlɛ̃kɔ̀. " 'They haven't agreed.'

4. Ágo ekásekɔ̀ nókó ŋmɛ̃nɛ̃̀. " 'Ago hasn't learned anything today.'

5. Tɛtɛ ékásekɔ̀ nĩ̀ĩ̀ ŋmɛ̃nɛ̃̀. " 'Tetteh hasn't studied today.'

6. Ámá ekásekɔ̀ ewoló lɛ́ ŋmɛ̃nɛ̃̀." 'Ama hasn't studied her book today.'

7. Yoó lɛ́ epílakɔ̀. " 'The woman isn't hurt.'

8. Mĩ́plaɛ̀ mokomoko. (Neg. Fut.) 'I will not hurt anyone.'

9. Wɔ́kȧseɲ̀ nokɔ́nokɔ́. (Neg. Fut.) 'We shall not learn anything.'

10. Amɛ̃́kɒ̀lɛ̃ɲ̀ nãkãĩ feémɔ̃̀. " 'They won't agree to doing that.'

Drill 140

1. Ágo ekȧseɲ̀ nĩĩ̀. (Neg. Fut.) 'Ago will not study.'

2. Tɛtɛ ékȧseɲ̀ wolo. " 'Tetteh will not study books.'

3. Gbɔ̃mɔ̃ édzídzeɲ̀ dzatá nãã̀. " 'A man will not provoke a lion.'

4. Yoó lɛ̀ efliɲ̀ nĩyɛ́nĩĩ hũ. " 'The woman will not buy food on credit either.'

5. Kasémɔ̃ onĩĩ̀ lɛ́. (Dir.Imp.Sing.) 'Study your subject!'

6. Kasémɔ̃ mĩ̀. " 'Imitate me!'

7. Kplɛ̃́mɔ̃ kɛ̀kɛ. " 'Just agree!'

8. Nyɛ̃́kȧseȧ nɔ̃fɛ̃ɛ̃nɔ̃. (Dir.Imp.Pl.) 'Learn everything!'

9. Nyɛ̃́kȧseà wolo. " 'Study books!'

10. Nyɛ̃́kɒ̀lɛ̃ã̀ nyɛ̃hãã̀ lɛ. " 'Agree for his sake!'

Drill 141

1. Kaátĩ̀tĩ ohè yɛ mɛ̃ĩ ahĩ́ɛ̃̀. (Neg.Imp.Sing.) 'Don't scratch yourself in front of people!'

2. Kaákȧse lɛ̀ yɛ mɛ̃ĩ ahĩ́ɛ̃̀. " 'Don't mimic him in front of people.'

3. Kaákɒ̀lɛ̃. " 'Don't agree!'

4. Nyɛ̃́katĩ̀tiã̀ nyɛhe yɛ mɛ̃ĩ ahĩ́ɛ̃. (Neg.Imp.Pl.) 'Don't scratch yourselves in public!'

5. Nyɛ̃́kadzídzeȧ mĩnãã̀. " 'Don't provoke me!'

6. Nyɛ̃́kapílaà moko. " 'Don't hurt anyone!'

7. Nyɛ̃́kakȧseȧ enɛ̃. " 'Don't learn this!'

8. Ágo aśra lɛ̀. (Indir. Imperat.) 'Ago should visit her.'

9. Tɛtɛ ákɒ̀lɛ̃. " 'Tetteh must agree.'

10. Yoó lɛ̀ afli mãmá lɛ̀. " 'The woman should buy the cloth on credit.'

Drill 142

1. Ákɔ́dzo lɛ̀ oyá. (Indir.Imperat.) 'He should be tried early.'

2. Amɛ̃́húlu gbògbó lɛ́. " 'They should jump the wall.'

3. Ekɛɛ́ akɔ́lɛ̃ kɛ̀kɛ. (Consecutive) 'He said it should just be agreed to.'

4. Titsɛ̀ kɛɛ́ wɔkáse nĩĩ́. " 'Teacher says we should study.'

5. Mikɛɛ́ mãfli mãmá. " 'I said I will buy cloth on credit.'

6. Ekɛɛ́ Amá akɔ́lɛ̃ kɛ̀kɛ. " 'He said Ama should just agree.'

7. Kofí kɛ̀ɛ́ Tɛ̀tɛ áʃɛ́dze Amá mĩĩ́. " 'Kofi said Tetteh should comfort Ama.'

8. Ekɛɛ́ yèí lɛ́ akɔ́dzo sãné lɛ́. " 'He said the women should judge the case.'

9. Ékakɔ́lɛ̃. (Neg. Indir. Imperat.) 'He shouldn't agree!'

10. Amɛ̃́kakɔ́lɛ̃ dzɛmɛ̃̀ yaa. " 'They shouldn't agree to going there!'

Drill 143

1. Kofí akakɔ́dzo sãne nɛ̃́ɛ̃́. (Neg. Indir. Imperat.) 'Kofi should not try this case.'

2. Yoó lɛ́ akamãdze lɛ́ nokɔ́. " 'The woman should not send anything by him.'

3. Ekɛɛ́ wɔkapíla mòko. (Neg. Consecut.) 'He said we shouldn't hurt anyone.'

4. Ekɛɛ́ mĩkatĩ́tĩ mĩhé. " 'He said I shouldn't scratch myself.'

5. Nũṹ lɛ̀ kɛɛ́ àmɛ̃́kakɔ́dzo lɛ. " 'The man said they shouldn't judge him.'

6. Amɛ̃kɛɛ́ yòo ákakɔ́dzo nɛ̃̀kɛ̃́ sãne. " 'They said a woman should not try such a case.'

7. Ehãã mãkáse wòlo. (Permiss. Sing.) 'He didn't let me study.'

8. Hã́ wɔkáse wòlo. " 'Let us study books.'

9. Nyɛ̃́hãã gbekɛ̃́ lɛ́ akáseá nĩĩ́. (Permiss. Pl.) 'Let the child study.'

10. Nyɛ̃́hãã gbekɛ̃́bii lɛ́ akáseá nĩĩ́. " 'Let the children study.'

LESSON FIFTY TWO

(i) Low-High verbs of root form CVV, such as feé↘ 'to do', have a following ↘ when in final position.

(ii) Such verbs may also lose a V syllable in the following tenses: Habitual, Neg. Perfect, Neg. Future, Dir. Imp. Pl., Neg. Dir. Imp. Pl. e.g. éfékò 'he hasn't done it.' (feé↘)

Drill 144. Examples of verbs derived from CVV roots are underlined.

1. Éfèé↘.	(Perfect)	'He has done it.'
2. Efeé↘.	(Past)	'He did it.'
3. Éfèé dĩŋŋ.	(Perfect)	'He has become quiet.'
4. Efeé nɔ̃nĩ òkɛɛ́ lɛ́.	(Past)	'He did what you said.'
5. Kofí mìiwié Gã̀.	(Progressive)	'Kofi is speaking Ga.'
6. Kofí mìiwié↘.	"	'Kofi is speaking.'
7. Kofí mìiwié sɔŋŋ.	"	'Kofi is speaking all the time.'
8. Kaáfɛ́e↘.	(Neg. Imp. Sing.)	'Don't do it!'
9. Kaáfɛ́e nãkãĩ.	"	'Don't do that.'
10. Kaáfɛ́e eʃa̋.	"	'Don't do evil.'

Drill 145 : Repeat

1. Mĩnyĩɛ́↘.	(Past)	'I walked.'
2. Mĩnyĩɛ́ kɛba.	"	'I came on foot.'
3. Mĩnyĩɛ́ osàné lɛ̀ he.	"	'I am pursuing your case.'
4. Mĩfɛ̀ nãkãĩ dáa.	(Habitual)	'I do that always.'
5. Gbékɛ́yòó lɛ̀ fɛ̀ ohé fiɔ̀o.	"	'The girl shows off quite a little.'
6. Eedzoó↘.	(Progressive)	'It tastes bitter.'
7. Edzóɔ̀.	(Habitual)	'It is bitter.'
8. Ekɛɛ́↘.	(Past)	'He said it.'
9. Ekɛ́ obá.	"	'He said you should come.'
10. Ekɛ́ nĩì nɛ́ daa.	(Habitual)	'He always says this thing.'

LESSON FIFTY THREE

Auxiliary ba and ya

(i) The verb roots ba 'to come' and ya 'to go' are used with other verb roots as ingressive prefixes.

(ii) The auxiliary immediately precedes the verb root. Its tone, though basically low, is dependent upon that of the tense.

Drill 146. Repeat.

1. Kofí bàkasé nĩĩ̀. 'Kofi came and studied.'
2. Nũṹ lɛ̀ bakasé nĩŋmã̀ã. 'The man came and learned to write.'
3. Tɛtɛ ébàkodzó sã̀né lɛ̀. 'Tetteh has been and to judge the case.'
4. Ámá ebàkodzó sã̀né lɛ̀. 'Ama has been to judge the case.'
5. Mĩbasrá lɛ̀. 'I came and visited him.'
6. Mĩ́bàsrá bò. 'I have come and visited you.'
7. Ebasráà mĩ dáa. 'He comes and visits me regularly.'
8. Kodzó ebakɔ́dzoo sã̀né lɛ̀. 'Kodzo did not come and judge the case.'
9. Yoó lɛ̀ ebaśraa mĩ̀. 'The woman didn't come to visit me.'
10. Amɛ̃́bakásee nĩĩ̀. 'They didn't come to study.'

Drill 147. Repeat.

1. Yoó lɛ̀ ebaf̀likò nókɔ́. 'The woman hasn't come and bought anything on credit.'
2. Tɛtɛ ébakɔ́dzoŋ sãne nɛ̃́ɛ̃́. 'Tetteh will not come and judge this.'
3. Baáśra wɔ̀ wɔ́. 'Come and visit us tomorrow!'
4. Nyɛ̃́baśraà ɛɔ ɛɔ́. 'Come and visit us tomorrow!'
5. Kaábàdzidzé mĩnã̀ã. 'Don't come and provoke me!'
6. Nyɛ̃́kabàdzidzéà wɔnãã. 'Don't come and provoke us!'
7. Ekɛɛ́ Tɛ̀tɛ ábakáse nĩĩ̀. 'He said Tetteh should come and study.'
8. Ekɛɛ́ Amá akabàkasé nĩĩ̀. 'He said Ama should not come and study.'
9. Hã́ gbekɛ̃̀ lɛ̀ abakáse nĩĩ̀. 'Let the child come and study.'

10. Nyɛ́hãã̀ gbekɛ̀bii̇ lɛ̀ abakáseá nĩĩ̀. 'Let the children come and study.'

Drill 148. Repeat.

1. Kofí yàtsákè ʃiká. 'Kofi went and changed money.'
2. Nũṹ lɛ̀ yatsákè ʃiká. 'The man went and changed money.'
3. Tɛtɛ éyàbí lɛ̀ egbɛ́i̇. 'Tetteh has gone and asked him his name.'
4. Ámá eyàbí lɛ̀ egbɛ́i̇. 'Ama has gone and asked him his name.'
5. Mĩyabí lɛ̀ ʃiká. 'I went and asked him for money.'
6. Mĩ́yàbí lɛ̀ ʃiká. 'I have been and asked him for money.'
7. Mĩ́yabi lɛ̀ ʃiká. 'I will go and ask him for money.'
8. Eyatsákèɔ ʃiká daa gbĩ̀. 'He goes and changes money every day.'
9. Yoó lɛ̀ eyatsakɛ́e ʃìká lɛ̀. 'The woman didn't go and change the money.'
10. Amɛ̃́yabii mòkomoko. 'They didn't go and ask anyone!'

Drill 149. Repeat.

1. Yoó lɛ̀ eyabikò moko. 'The woman hasn't gone and asked anyone.'
2. Tɛtɛ éyatsakɛ̀ŋ ʃiká nɛ̃́ɛ̃̀. 'Tetteh will not go and change this money.'
3. Yaátsakɛ́ omã̀má lɛ̀. 'Go and change your cloth!'
4. Nyɛ̃́yatsakèa nyɛ̃talé lɛ̀. 'Go and change your clothes!'
5. Kaáyàbí mòko nókó 'Don't go and ask anyone anything!'
6. Nyɛ̃́kayàbíà moko nókó. 'Don't go and ask anyone anything!'
7. Ekɛɛ́ Tɛ̀tɛ áyatsakè efaí lɛ̀. 'He said Tetteh should go and change.'
8. Ekɛɛ́ Amá ayatsakè efaí lɛ̀. 'She said Ama should go and change her hat.'
9. Hã́ gbekɛ̃̀ lɛ̀ ayabi lɛ̀ egbɛ́i̇. 'Let the child go and ask him his name.'
10. Nyɛ̃́hãã̀ gbekɛ̃̀bii̇ lɛ̀ ayatsakèa amɛ̃taléi̇ lɛ̀. 'Let the children go and change their clothes.'

LESSON FIFTY FOUR

Locatives

(1) Locatives are a small subclass of nouns. They do not have

alternative forms for singular and plural, though some of them have full and reduced variants. They most frequently occur as the Possessed Noun in Possessive Noun Phrase constructions. The Locatives include:

he.	'outside'	mãsɛí.	'near'
hewɔ	'around'; 'because'	téŋ̀.	'middle'
mĩ, mlĩ.	'inside'	ŋ̀ɔ̃.	'with; at'
hĩ̀ɛ̃.	'front'	ʃĩ, ʃĩʃĩ.	'under'
sɛɛ.	'back'	nãã.	'mouth'
nɔ̃.	'upon'		

(ii) An adverbial locative phrase (signifying 'location at') is often introduced by the limited verb yɛ 'to be at'.

Drill 150. Repeat.

1. Mɛ̃̀ĩ komɛ̃̀ĩ ébà eŋ̀ɔ̃.	'Some people have come to him.'
2. Amɛ̃̀tsí àmɛ̃̀ba emãsɛí.	'They moved near him.'
3. Woló lɛ̀ ká̋ ɔ̀kɒlɔ̃́ŋ lɛ nɔ̃.	'The book is lying on the table.'
4. Abũĩ́ lɛ̀ ká̋ ɔ̀kplɔ̃́ŋ lɛ̀ ʃĩʃĩ.	'The needle is lying under the table.'
5. Eedzu ebí lɛ̀ he.	'She is bathing her child.'
6. Mɛ̃̀ĩ pii ba tsṹ lɛ̀ mĩŋ.	'Many people came into the room.'
7. Amɛ̃́trà tsṹ lɛ̀ sɛɛ.	'They are sitting at the back of the building.'
8. Kofí nyĩɛ̃ Tɛ̀tɛ hĩ̀ɛ̃.	'Kofi went in front of Tetteh.'
9. Loófɔ̃̀dzĩ sɔ̃́mɔ̀ faá lɛ̀ nãã.	'Birds are standing at the river's edge.'
10. Loóf̀lɔ̃ yɛ́ŋ̀ ko sɔ̃́ tsṹ lɛ̀ yitéŋ̀.	'A white bird is perched on top of the building.'

Drill 151. Repeat.

1. Mɛ̃̀ĩ komɛ̃̀ĩ ébà epapámɛ̃̀ a.ɔ̃̀ɔ̃.	'Some people have come to see his parents.'
2. Amɛ̃̀tsí àmɛ̃̀ba gbékɛ́bi lɛ amãsɛí.	'They moved near the children.'
3. Wodzí lɛ̀ dzẃre ɔ̀kplɔ̃́ĩ lɛ̀ anɔ̃.	'The books are lying on the tables.'
4. Abũĩ́ĩ lɛ̀ kã́mɔ̀ ɔpklɔ̃́ĩ lɛ̀ aʃĩʃĩ.	'The books are lying under the tables.'

5. Eedzu ebíí̀ lɛ̀ ahe. 'She is bathing her children.'

6. Mɛ̃̀ĩ pii ba tsũ̀ĩ́ lɛ̀ amĩ̀ŋ. 'Many people came into the rooms.'

7. Amɛ̃́trà tsṹ lɛ̀ asɛɛ. 'They are sitting at the back of the building.'

8. Kofí nyì̀ɛ̃́ Tɛ̀tɛmɛ̃̀ ahĩ́ɛ̃̀. 'Kofi went in front of Tetteh's group.'

9. Loófɔ̃̀dzĩ sɔ̃́mɔ̃̀ faá lɛ̀ anãã. 'There are flocks of birds by the rivers.'

10. Loófɔ̃̀dzĩ yɛ́dzì̀ĩ sɔ̃́mɔ̃̀ tsũ̀ĩ́ lɛ̀ ayitéàŋ. 'White birds are perched on top of the buildings.'

Drill 152. Repeat.

1. Nɔ̃́mɔ̃̀ ŋɔ̃̀ɔ̃ etee. 'To whom did she go?'

2. Námɔ̃̀ hewɔ oba. 'For whom did you come?'

3. No hewɔ eba. 'That was what brought her.'

4. Kofí hèwɔ eba. 'She came because of Kofi.'

5. Gã sɛɛ gbɛ dzí gbɛ̀. 'Accra leads the world.'

6. Emĩ̀ŋ dzɔ. 'He is kind.'

7. Gɔ̃́ŋ lɛ̀ nɔ̃ kwɔ. 'The mountain is high.'

8. Ehe yɛ fɛ́o. 'She is beautiful.'

9. Tsɛ́ àmɛ̃́tɛ́ŋ mokomé. 'Call one of them.'

Drill 153. Repeat.

1. Eba bíɛ̀ nyɛ̃́sɛɛ áfi. 'He came here last year.'

2. Enã lɛ yɛ faá lɛ̀ nãã. 'He saw him by the river.'

3. Ebíɛ̀ miiwa ehe. 'This place hurts him.'

4. Gbaá lɛ́ nɔ̃nĩ wɔ̀nã yɛ dzrá lɛ̀ nɔ̃. 'Tell him what we saw in the market.'

5. Dzɛ́mɛ̃̀ sɔ ékpakpa. 'The place was full of people.'

6. Gbɔ̃mɛ̃̀ĩ dzɔ aklowáí lɛ fɛ̃̀ɛ̃̀ àmĩ̀ŋ. 'People came from all the villages.'

7. Yei komɛ̃̀ĩ trà kɔ̃ntɛ́ɛ̃̀ĩ asɛɛ. 'Some women were sitting behind baskets.'

8. Amɛ̃́tra ʃĩ 'They were sitting down.'

9. Amɛ̃miibí ɔ́ĩ. 'They are asking after your health.'

10. Eyitéŋ yɛ bɔdɔb dɔ. 'Her head is tender on top.'

Drill 154. Repeat.

1. Sɛ̀ɛ́ lɛ̀ hĩ.	'The other side is good.'
2. Nohewó lɛ́, èbáaↄ.	'Because of that, he didn't come.'
3. Foó hĩɛ̃́ lɛ́ ohã mĩ́.	'Slice off the front part for me.'
4. Énù̃ bo ʃĩʃĩ.	'He has understood you.'
5. Énù̃ ósɔ̃ané lɛ̀ ʃĩʃĩ.	'He has understood your case.'
6. Adzié èyi vɛ emódɛ̃ŋbɔ́ɔ́ lɛ̀ hewɔ.	'He was praised because of his persistence.'
7. Eyahé nĩĩ̀ yɛ agbó lɛ̀ nãã.	'He went and bought something at the gate.'
8. Kaáfo yè mĩ́hèwɔ.	'Don't weep for me.'
9. Edzémɛ̃́ lɛ̀ ŋɔ̃ɔ́ↄ.	'He has a very pleasant place.
10. Óbiɛ́ lɛ̀ yɛ féo wàa.	'Your place is beautiful.'

LESSON FIFTY FIVE

Anããnũ Adesã́. 'A Spider Story'

Be kó lɛ́, dzée Ànããnũ̀ nĩ yóɔ́, kɛ eŋã Kónɔle,

'Once upon a time, there lived Spider, with his wife Kornorley,

kɛ ebí Kwàkútɛ́. Nĩ mãŋ nĩ́ àmɛ̃yóɔ́ miŋ́ lɛ́,

and his son Kwakutey. The town in which they lived was struck by a

hɔ̃mɔ̃ ba dzémɛ̃̀ waa. Hewó lɛ́, Anããnũ kɛ ewebíl lɛ́ fɛ̃̀ɛ̃̀ tèe amɛ̃yafeé yèlɛ

serious famine. Therefore, Spider and all his household

ŋmɔ̃ agbo.

went and made a huge yam farm.

Bénĩ eʃwè fíɔ́o nĩ yèlé lɛ̀ baábɔ́ pɛ, nĩ Anããnũ

When the yam was almost ripe,

kɛɛ́ kɛ èbgó lɛ́, áfù̃ lɛ yɛ ŋmɔ̃́ lɛ̀ mĩŋ.

Spider said if he died he should be buried on the farm.

Etsɛ̀ɛ kwlaa nì Anããnũ bagbó, nĩ afũ lɛ yɛ ŋmɔ̃́ lɛ̀ miŋ. ʃĩ́ benĩ yɛ̀lɛ́ lɛ̀ bɔ́ lɛ́,

Shortly afterwards Spider died, and he was buried on the farm. But when the yam was ripe,

dáa lèébɪ̀ beni èwebíɪ̀ lɛ̀ baáyà ŋmɔ̃́ lɛ̀ miɲ́ lɛ́,

by the time his family reached the farm every morning

áfã̀ yɛlɛ́ lɛ̀ pii mómo. Hewɔ́ lɛ́, Kwakútɛ̀ kɛ̀ Kɔ́nɔle

much of it had been dug up already. Therefore, Kwakutey and Kornorley

ʃɛ̀ amãgã́ àgbo amɛ̃mã ŋmɔ̃́ lɛ̀ miŋ.

made a big scarecrow and put it in the farm.

Amãgã́ nɛ́ɛ́, amã sɔ́ŋŋ àkɛ feé\. Nãkãĩ mãŋkɛ́ lɛ́, béni Ànããnũ

This scarecrow was made of sticky gum. That night, when Spider

yí ʃì kɛdzɛ egbónyò adéká lɛ̀ miŋ nĩ́ èyaáfã̀ yɛlɛ́ lɛ́ pɛ, nì enã amãgã́ lɛ́.

came down from his coffin to uproot yams, he noticed the figure.

Kɛkɛ nĩ ekɛɛ́\, "Dzeé miŋmɔ̃́ lɛ̀ miŋ, nó lɛ́, mã́gba otòí mìŋ."

Then he said, "Get off my farm, or I will slap you in the ear."

Gbɔ̃mɔ̃́ lɛ́ efɔ́o èdáà miŋ, hewɔ́ lɛ́, Anããnũ kɛ enĩne dzrɔ̃ gbá ètoí

The person did not reply, therefore Spider slapped his ear with his right

miŋ, kɛkɛ nĩ enĩné lɛ̀ ka. Ekɛ ebɛkú gbá̀ ètoí mìŋ,

hand, and his hand stuck. He slapped the other ear with his left,

ni nàkãĩ nĩné lɛ́ hũ kà. Ekɛ enãdzĩ ʃímɔ̃̀ lɛ ni nomɛ̃

and that hand also stuck. He kicked him with his feet, and these

hṹ kàkaá. Nããgbeé lɛ́, ekɛ emũsũ hɛ lɛ, ni emũsũ

also stuck. Finally, he bumped him with his stomach, and his stomach

hṹ kà. Anããnũ bólɔ aahṹũ̀, ʃĩ́ gbɔ̃̀mɔ̃́ lɛ́ efɔ́o èdáà miŋ.

also stuck. Spider shouted and shouted, but the figure did not reply.

Béni dzè tsélé ni èŋã kɛ ebíí lè ba ŋmɔ́ lè miŋ́ lé,

When dawn came and his wife and children came to the farm,

nãã Anããnũ kpɛtɛ amãgã́ lé hĩ̀ɛ̃̀. Amɛ̃fɛ́ɛ̃ àmɛ̃bo amɛ̃kɛɛ́.

there was Spider stuck to the scarecrow. They all shouted and said,

"Hewɔ́ lé, dáa nɛ́ɛ̃́, bo ofãã wɔyɛlé lé. Ni ogbókɔ̀, nĩ ŋmãã

"And so, all this time, you have been digging upour yam. And you are

not dead,

sɔ́ŋŋnéhã́ ofwì nɛ̃kɛ́?" ʃĩ́ kɛ̃ lé, amɛ̃yí lè ʃĩ.

and good feeding has made you grow so fat." Yet, they set him down.

ʃĩ́ hɛ̃gblè nãã sɔ́ŋŋ hèwɔ́ lé, Anããnũ dzo foi kɛdzɛ ŋmɔ́ lè miŋ kɛtee ʃĩ́ã́,

But in shame, Spider ran home from the farm,

ni ekwɔ kɛtee tsũŋãáã́ lè nãã eyateé dzɛmɛ̃́, ni enyɛ́ɛ̃ eyi ʃĩ́ kwlaa.

and climbed to the roof-eaves and hid there, and he would not come down.

No hewɔ ni dáa nɛ́ɛ̃́, anããnũ hĩ̃ɔ̃ tsũŋãáã́ nãã́ lé.

That is why a spider always stays in the roof-eaves.

LESSON FIFTY SIX

nĩ and nĩ́

(i) nì. 'and' introduces or joins sentences and clauses. (When joining single words or phrases, particularly nominals, 'and' is kè.)

(ii) nĩ́. 'since', 'that', 'when' introduces adjectival and adverbial clauses. As a relative, it is preceded immediately by its antecedent noun, with which it is sometimes compounded tonally into a single word,

mɛ̃ní,	'who'	hénĩ	'where'
nɔ́nĩ.	'which', 'what'	bɔnĩ, bɔ̀nĩ́.	'how'; 'as'
bénĩ, beníĩ.	'when'		

Drill 155. Repeat.

1. Minã nũṹ lɛ̀ kɛ eŋã́ lɛ́.	'I saw the man and his wife.'
2. Kofí yè kɔ̃́mĩ̀ kɛ kénã́ŋ.	'Kofi ate kenkey and fried fish.'
3. Kɔ̃́mĩ̀ kɛ kénã́ŋ ŋɔ̃̀ɔ̃́↘.	'Kenkey and fried fish tastes good.'
4. Gbékɛ̃́biì kɛ onṹkpaí fɛ̃ɛ̃ mìigbóí.	'Both children and adults are dying.'
5. Minã lɛ nĩ mibí lɛ̀.	'I saw him and asked him.'
6. Sówà te ʃĩ nĩ ewié↘.	'Sowa stood up and spoke.'
7. Amɛ̃fo ʃikpɔ̃́ŋ́, nĩ amɛ̃hṹ nɔ̃́, nĩ amɛ̃dṹ yɛ̀lɛ.	'They staked out some land, ploughed it, and planted yam.'
8. Nĩ Yésù fó.	'And Jesus wept.'
9. Kofí bàʃĩ́ nĩ̀ Ámá bàwó.	'Kofi left it and Ama picked it up.'
10. Yei hóɔ́ nĩĩ̀ nĩ hĩĩ yeɔ.	'It is women who cook for men to eat.'

Drill 156. Repeat.

1. Yei hóɔ́ nĩĩ́ nĩ hĩ̀ĩ yeɔ.	'It is women who cook what men eat.'
2. Nũṹ lɛ́ nĩ bà bíɛ́ lɛ́ egbɔ́.	'The man who came here is dead.'
3. Ete ʃĩ gbĩ nĩ́ dzí gbĩ̀ĩ étɛ̃́.	'He rose on the third day.'
4. Nĩ́ èebá lɛ́, tá ʃĩ́ fiɔ́o.	'Since he is coming, sit down for a while.'
5. Bénĩ òbá lɛ́, etá biɛ́.	'When you came, he was sitting here.'
6. Nɔ̃́nĩ òfeé lɛ́ ehĩ́ĩ↘.	'What you did was not good.'
7. Lɛ hṹ ètee hénĩ òteé lɛ́.	'He too went where you went.'
8. Eetáò mɔ̃nĩ́ fɔ̃̀ té lɛ́.	'He is looking for the one who threw the stone.'
9. Eetáò bɔní òtsɔ̃́ òfeé↘.	'He is trying to find out how you did it.'
10. Nĩ́ efíte lɛ́, tsɛ́ ofɔ̃́.	'Since it is spoiled, throw it away.'

LESSON FIFTY SEVEN

Interrogative Words

(i) Question sentences are often marked by the presence of Interrogative words. Interrogative Pronouns function both as single-word sentences and as parts of longer sentences. They almost always occur initially in

the sentence or clause, even when objects of verbs. Interrogative Particles occur only in sentences or clauses; they occur initially, finally or in both positions.

(ii) Interrogative Pronouns seem to be compounds or phrases of other words with one of 2 interrogative syllables, mɛ́ and nã́.

(a) with mɛ́:

mɛ́nì̃ (full form); mɛ́ɛ̀ɛ̃ (reduced form). 'what?'

mɛ́ɛ̀ɛ̃be. 'when?'

mɛ́ɛ̀ɛ̃ gbĩ. 'when?'

mɛ́ɛ̀ɛ̃ gbɔ̃mɔ̃. 'what kind of person?'

mɛ́ɛ̀ɛ̃ ʃĩã̀. 'what house?'

mɛ́ɛ̀ɛ̃ba. 'why?'

mɛ́ɛ̀ɛ̃hewɔ. 'why?'

(b) with nã́:

nã́mɔ̃̀. 'who?'

nɛ́gbɛ̀. 'where?'

(iii) Interrogative Particles

(a) Single, initial:

ãnĩ. Neutral Interrogative

bɛ́. Assumptive Interrogative

tó; ńto. Assumptive Interrogative

bɛ́ɛ̀. Assumptive Interrogative

té. 'which?'

Assumptive Interrogatives indicate that the speaker implies that the probable truth of the content of the question has been assumed. Thus they often have contentious or combative connotations.

(b) Single, final:

ló. Neutral Interrogative

bɛ́ɛ̀. Assumptive Interrogative

ɛ́ɛ̀. Intensive Interrogative

The Intensive Interrogative emphasises questions.

(c) Double, initial and final:

té. . . . . .tɛ̃ɛ̃	'how?'
ãnĩ . . . . .ló	Neutral Interrogative

(Similar correlatives can be made of some items from (a) and (b) above.)

Drill 157. Repeat.

1. Mɛ́nì nɛ́.	'What is this?'
2. Mɛ́nì ni.	'What is it?'
3. Mɛ́nì okɛ́ lɛ̀.	'What was it you said?'
4. Mɛ́nì okɛ́ lɛ̀.	'What did you tell him?'
5. Mɛ́nì okɛ́ lɛ̀ lɛ̀.	'What was it you told him?'
6. Mɛ́ɛ̀be obaábá.	'When will you come?'
7. Mɛ́ɛ̀be mĩbá.	'When shall I come?'
8. Mɛ́ɛ̀be yoo lɛ ba ʃĩã.	'When did the woman come home?'
9. Mɛ́ɛ̀ gbɛ̃mɛ̃ dzí bò.	'What kind of person are you?'
10. Mɛ́ɛ̀ gbekɛ̃ nɛ́.	'What kind of child is this?'

Drill 158. Repeat.

1. Mɛ́ɛ̀ba Kofí fèé nãkãĩ.	'Why did Kofi do that?'
2. Mɛ́ɛ̀ba amɛ́gbèe lɛ̀ lɛ̀.	'Why didn't they kill him?'
3. Mɛ́ɛ̀ba nyɛ́bólɔ̀ɔ nɛ̃kɛ́.	'Why are you shouting so much?'
4. Mɛ́nì hewɔ nĩ owo atalé ŋmɛ̃nɛ́.	'Why are you wearing European-style dress today?'
5. Mɛ́ɛ̀ hewɔ obúu mãmá ŋmɛ̃nɛ́.	'Why are you not wearing African-style cloth today?'
6. Nãmɛ̀ tsɛ̃́ bò Gã wiémɛ̃.	'Who taught you to speak Ga?'
7. Nãmɛ̀ faí nɛ́.	'Whose hat is this?'
8. Nãmɛ̀ onã yɔ dzémɛ̃.	'Whom did you see there?'
9. Nɛ́gbè oyaa.	'Where are you going?'
10. Nɛ́gbɔ mĩdãã lɛ̀ yɛ́.	'Where is my drink?'

Drill 159. Repeat.

1. Ãnĩ eegbá onãã. 'Is he bothering you?'
2. Ãnĩ esa nĩ efɛ̀e nãkãĩ. 'Is it fitting that he should do that?'
3. Bɛ́ efèé momo↘. 'But he has already done it?'
4. Bɛ́ hɔ̃̀mɔ̃ yée bɔ́. 'Surely you are not hungry?'
5. Tó onã̀ ákɛ́ ànɔ̃kwále nĩ́. 'Now do you see that that is the truth?'
6. Tó oʃwìé wɔ̀hĩ́ɛ̃̀ aʃĩ. 'You have disgraced us after all?'
7. Té ʃĩã́ nĩ dzí lɛ̀. 'Which house is it?'
8. Té mɔ̃̀nĩ́ ɔ̀tsɔ́ɔ́ lɛ̀. 'Which person do you mean?'
9. Ekɛɛ́ ɔ̀baáyà ló. 'He is asking whether you will go.'
10. Ebí akɛ́ ónã̀ Kofí↘ ló. 'He asked whether you have seen Kofi.'

Drill 160. Repeat.

1. Búùlu dzí mĩ̀ bɛ́ɛ́. 'You consider me a fool, don't you?'
2. Óʃìʃíu lɛ̀ bɛ́ɛ́. 'You have cheated him, haven't you?'
3. Nyɛmĩ̀ĩba ɛ́ɛ́. 'You are coming, aren't you?'
4. Óbí lɛ̀ ɛ́ɛ́. 'You have asked him, haven't you?'
5. Bɛ́ obí lɛ̀ ɛ́ɛ́. 'Surely you have asked him, haven't you?'
6. Tó onã̀ nɔ̃́nĩ mĩ̀kɛɛ́ lɛ̀ ɛ́ɛ́. 'Now you have realized what I said, haven't you?'
7. Ãní eeba ló. 'Is he coming?'
8. Ãnĩ Tɛtɛ nĩ ló. 'Was it Tetteh?'
9. Té ɔ̀yɔ́ɔ̀ tɛ̃̀ɛ̃̀↘. 'How are you?'
10. Té wɔ̀baáfɛ̀e tɛ̃̀ɛ̃̀↘. 'What shall we do?'

LESSON FIFTY EIGHT

Some Pronoun Equivalents

(i) In the singular:

(a) moko. 'someone' nókɔ́. 'something'

(b) mɔ̃fɛ́ɛ̃́mɔ̃̀. 'everyone' nɔ̃́fɛ̃̀ɛ̃́nɔ̃̀. 'everything'

On the pattern of (b), any singular noun can be used distributively when repeated with fɛ́ɛ̃ in the structure N_1 – fɛ́ɛ̃ – N_1, e. g.

nūū fɛ́ɛ̃ nùū. 'every man' tso fɛ́ɛ̃ tsò. 'every tree'

ʃíã́ fɛ̃ɛ̃ ʃíã́. 'every house'

(ii) The plurals corresponding roughly to these singulars are Noun Phrases of the structure Noun + Qualifier:

(a) mɛ̃ĩ komɛ̃ĩ. 'some people' nĩ́bìì komɛ̃ĩ. 'some things'

(b) The adjectival fɛ́ɛ̃ qualifying a plural noun has an inclusive signification:

mɛ̃ĩ fɛ́ɛ̃. 'all people' tsei fɛ́ɛ̃. 'all trees'

nĩ́bíí fɛ̃ɛ̃ 'all things' ʃíãĩ fɛ́ɛ̃. 'all houses'

(iii) Moko and nókó, when reduplicated, colligate only with negatives:

mokomoko. 'nobody' nókónoko. 'nothing'

Drill 161. Repeat.

1. Moko miiba bíé. 'Someone is coming here.'
2. Moko nyĩɛ́ àgbó lɛ̀ nãã. 'Someone is walking outside.'
3. Ónã̀ moko kwlaa ebàho dzémɛ̃̀? 'Have you seen anyone at all go there?'
4. Eefó èetsɛ̀ mòko. 'He is crying out for someone.'
5. Mĩnã́kò moko yɛ bíé. 'I haven't seen anyone here.'
6. Nókò kã́ gbé lɛ̀ nɛ̃. 'There is something on the road.'
7. Nókò miigbɛ́ɛ́. 'Something is making a noise.'
8. Oonã nókó yɛ́ kã́ gbé lɛ̀ nɛ̃? 'Can you see something white lying on the road?'
9. Baákwɛ nokó. 'Come and see something.'
10. Onã́kò nókó. 'You haven't seen anything yet.'

Drill 162. Repeat.

1. Mɛ̃ fɛ́ɛ̃mɛ̃̀ abó. 'Everybody should come.'
2. Mɛ̃ fɛ́ɛ̃mɛ̃̀ ke lɛ̀ nókó. 'Everybody gave him something.'
3. Esūmɛ̃̀ mɛ̃ fɛ́ɛ̃mɛ̃̀ sãnɛ. 'He likes everybody.'

4. Ehé̀ mɔ̃fɛ́ɛ̃mɔ̀ eyeɔ. 'He trusts everybody.'

5. Bí mɔ̀fɛ́ɛ̃mɔ̀ nǐ osũmɔ̃̀ɔ̃. 'Ask anyone you like.'

6. Ebaáfɛ̀e nɔ̃fɛɛ̃nɔ̃. 'He will do everything.'

7. Nɔ̃́fɛɛ̃nɔ̃ sà ehǐɛ̃̀. 'He approves of anything.'

8. Gbaá lɛ̀ nɔ̃fɛɛ̃nɔ̃. 'Tell him everything.'

9. Ehé̀ nɔ̃fɛɛ̃nɔ̃ èyeɔ. 'He believes everything.'

10. Feémɔ̃ nɔ̃fɛɛ̃nɔ̃ nǐ òsũmɔ̃̀ɔ̃. 'Do whatever you like.'

Drill 163. Repeat.

1. Nũũ fɛ́ɛ̃ nùũ áhɪ̀ɛ̃ tũ. 'Every man should carry a gun.'

2. Yoo fɛ́ɛ̃ yòo átre dzàtsũ. 'Every woman should carry a load.'

3. Mãŋtsɛ fɛ́ɛ̃ mà̃ŋtsɛ tsṹ mòko kɛba. 'Every chief sent somebody there.'

4. Amɛ̃gbe nũũ fɛ́ɛ̃ nùũ. 'They killed every man.'

5. Amɛ̃ʃa ʃɪ́à fɛɛ̃ ʃɪà. 'They burnt every house.'

6. Yoo fɛ́ɛ̃ yòo bí nyɪ̀ɛ́ èhǐɛ̀. 'Every woman's child walked in front of her.'

7. ʃɪ́à fɛɛ̃ ʃɪà mĩŋ bíì dze kpo. 'The people in every house came out.'

8. ŋmãá nùũ fɛ́ɛ̃ nùũ gbɛ́ɪ. 'Write every man's name.'

9. Kɛé yòo fɛ́ɛ̃ yòo ʃiká. 'Give every woman money!'

10. ŋmãá̃ ogbɛì yɛ ówòlo fɛ́ɛ̃ wòlo mĩŋ. 'Write your name in every book of yours.'

Drill 164. Repeat.

1. Mɛ̃̀ɪ komɛ̃̀ɪ miiba bíɛ́. 'Some people are coming here.'

2. Mɛ̃̀ɪ komɛ̃̀ɪ nyiɛ́ tsʉ̀ lɛ̀ sɛɛ. 'Some people are walking behind the house.'

3. Mɛ̃̀ɪ komɛ̃̀ɪ sʉ́mɔ̃̀ɔ̃ èsãne. 'Some people don't like him.'

4. Mĩ́nâ mɛ̃̀ɪ komɛ̃̀ɪ yɛ dzémɛ̃́. 'I have seen some people here.'

5. Nĩ́bìì komɛ̃̀ɪ dzwíre gbɛ́ lɛ̀ nɔ̃. 'There are things lying on the road.'

6. Onã̀ nĩ́bìì komɛ̃̀ɪ yɛ gbɛ́ lɛ́ teŋ̀? 'Did you see things in the middle of the road?'

7. Égbáa nĩbìì fɛɛ̃ nĩ àfeé lɛ̀. 'He doesn't tell all that he went through.'

8. Eʃã̀ mɛ̃̀ɪ fɛ́ɛ̃ nĩ bà dzémɛ̃́ lɛ́. 'He greeted all the people who came there.'

9. Tsei fɛ̃́ɛ̃ wòɔ yibíɪ̀. 'All trees bear fruit.'

10. Dzée tsèi fɛ̃́ɛ̃ˋ woɔ yibíɪ̀. 'It isn't all trees that bear fruit.'

Drill 165. Repeat.

1. Mokomoko bɛ́ tsɪ̀ lɛ̀ miŋ. 'There is no-one in the room.'

2. Mokomoko bíkò lɛ nókɔ̀. 'No-one has asked him anything.'

3. Ebíkò mokomoko nókɔ̀. 'He hasn't asked anyone anything.'

4. Éŋmɪ̀ákò mokomoko gbɛ́ɪ̀. 'He hasn't written anyone's name.'

5. Kaákɛ̀ɛ mòkomoko. 'Don't tell anyone.'

6. Nókɔ̀nokɔ̀ gbaa ènãã. 'Nothing worries him.'

7. Ónokɔ̀nokɔ̀ ekɔ̃̀ɔ̃ mĩhĩɛ̃̀. 'Nothing you have makes me envious.'

8. Míkɔkò enókɔ̀nokò dɑ̃́ɑ̃̀. 'I have never taken anything of his.'

9. Kaábi mɪ̀ nokɔ̀nokɔ̀. 'Don't ask me anything.'

10. Kaáwɪ̀e nokɔ̀nokò he. 'Don't complain about anything.'

LESSON FIFTY NINE

Blɔfóŋmɛ̀ bi 'The Pineapple Child'

Be kó lɛ̀ dzée nɪ̃̀ɪ̃ ko nĩ yɔ́ɔ̀, nĩ eyɛ ŋã nɪ̃́ fɔɔˋ.

'Once upon a time there was (lit: was not) a man, and he had a wife who was barre

Eyaŋɔ̃ ŋã ḱloḱlo, obláyòo kɔ,

He went and took another wife, a younger woman,

ʃɪ́ lɛ̀ hɪ̃́ èfɔ́ɔˋ.

but she too proved barren.

Gbĩ kó lɛ̀ nɪ̃́ɪ̃ lɛ̀ eŋã nɪ̃́kpa lɛ̀ tee ŋmɔ̃ mĩŋ amɛ̃́yafò blɔfóŋmɛ̀.

One day the man and his senior wife went to the farm to cut pineapple.

ʃɪ̃́ blɔfóŋmɛ̀ lɛ̀ bo waa ákɛ̀, "Kaáfò mĩ, kaáfò mĩ. Kɛ́ ofɔ̀o mɪ̀ lɛ̀,

But the pineapple shouted out, "Don't cut me, don't cut me. If you don't cut me,

mahao bi." Yoó lɛ̀ efɔ̀o lɛ̀. Kɛkɛ nĩ

I will give you a child." The woman did not cut it. And

b̀lɔfóŋmė bibìóo nĩ mã̀ emãsɛí lɛ̀ tsɔ̃́

a little pineapple nearby turned

biyòo. ʃĩ́ nũ̀ṹ lɛ̀ kɛ eŋã́ lɛ̀ wo ʃĩ ákɛ́

into a baby girl. But the man and his wife promised that

àmɛ̃́gbáŋ̀ mokomoko

they would not tell

hénĩ èdzɛ. Nĩ́ àmɛ̃ kɛ gbékɛ̃́ lɛ̀ ba ʃĩ́ã́ lɛ́,

anyone where she came from. When they brought the baby home,

obláyòó lɛ̀ bɔ̃́ĩ́ bimɔ̃́ nĩ atsɔ̃́ɔ̃ lɛ́ henĩ èdzɛ,

the young woman began asking to be told where it came from,

ʃĩ́ àmɛ̃́tsɔ̃́ɔ̃ lɛ̀. Obláyòó lɛ̀ gbá èwú lɛ̀ nãã aahṹ kèyafí

But they did not tell her. The woman pestered.

gbekɛ̃́ lɛ̀ bada.

her husband even till the child was quite grown up.

Hewɔ́ lɛ́ nũṹ lɛ̀ gba lɛ,

Therefore the man told her,

nĩ ewo ʃĩ ákɛ́ ehã́ŋ̀ mokomoko álė.

and she promised that she wouldn't reveal it.

Gbĩ ko bénĩ nũ̀ṹ lɛ̀ kɛ eŋã nṹkpa lɛ̀ tee ŋmɔ̃ mĩŋ́ lɛ́,

One day when the man and his senior wife went to the farm,

hɔ̃mɔ̃ bɔ̃́ĩ́ gbekɛ̃́ lɛ́ yeli,

the child became hungry,

nĩ ebí ènyɛ̃ fíó lɛ́ nĩyénĩĩ́.

and she asked her step mother for something to eat.

ʃĩ́ yòó lɛ́ efóo mĩ̀ŋ.

But the woman did not answer.

Kɛkɛ nĩ ekɛ́ɛ́, "Edzí mĩmãmĩ yè bíè kũ lé, ebaáhã mĩ nĩĩ mãye."

So she said, "If my mother were here, she would give me food to eat."

Kɛkɛ nĩ oblάyòó lé hũ kèɛ́, "Dzeé dzɛ!

And the young wife retorted, "Get away with you!"

Dzée blɔfó˧mé bi kèkɛ dzí bò." Nĩ gbekɛ̃ lè nũ énɛ̃ nɔ̃ŋŋ pɛ,

Aren't you just a pineapple child?" As soon as the child heard this,

nĩ eyí ˧mɔ̃ lè mĩŋ gbɛ. Bénĩ èyaá lé

she set out for the farm. On the way

eefó, eelá: "Adene tree lάí ke;

she wept and sang: "Adene would not fetch firewood;

Adene tsɛ́ɛ mì gbɔ̃mɔ̃ bí; Adene tsé mĩ blɔfóŋmé bi;

Adene would not call me a human child; Adene called me a pineapple child;

Adene hùũ, Adene." Oblάyòó lè yí èsɛɛ,

Adene, alas, Adene." The young woman followed her,

ʃĩ gbekɛ̃ lɛ́ waaɛ. Enyɛ̃ kɛ etsɛ nã amɛ̃

but the child would not stop. Her parents saw them

nĩ amɛ̃yí èsɛ,

and pursued her,

ʃĩ èwáaɛ. Nĩ èʃɛ ˧mɔ̃ lè mĩ˧ pé

but she did not stop. When she reached the farm

nì etsɛ̃ blɔfó˧mé.

she turned into a pineapple.

ʃĩ ètsɛ kpã̀ ènĩne

But her father reached out

mĩ˧ emɛ̃ èyitswɛ́l. Yitswɛ́l lè kpé wò edɛ̃ nĩ

and grasped her hair. The hair came off in his hand and

ekɛbúà etsítsì nɔ̃. No dzí yìtswɛ́ì

he pressed it to his chest. That is the hair

nĩ yɔ̀ɔ̀ nũũ tsítsì nɔ̃́ lɛ̀.

on a man's chest.

LESSON SIXTY

I. Nãkãĩ. 'that'

Nãkãĩ, as noun and adjective, can precede the head of its Noun Phrase or sentence, or follow the Verb or its other noun objects.

Drill 165. Repeat.

1. Nãkãĩ nũṹ lɛ̀ ebà bíɛ̀.	'That man has come here.'
2. Mĩ́kã̀nè nãkãĩ woló lɛ̀.	'I have read that book.'
3. Nã́mɔ̀̀ wo lɛ nãkãĩ gbɛ́ì lɛ̀.	'Who gave him that name?'
4. Nãkãĩ wiémɔ̀̀ lɛ̀ eŋɔ̀̀ɔ̃ mĩnã̀ã.	'I don't find that allegation very pleasant.'
5. Kaáfɛ̀e nã̀kãĩ.	'Don't do that.'
6. Kaáfɛ̀e lɛ̀ nãkãĩ.	'Don't do that to him.'
7. Nãkãĩ mĩfeɛ́↘.	'That was what I did.'
8. Ekɛɛ́ nã̀kãĩ.	'He said so.'
9. Nakãĩ ebí lɛ̀ kɛɛ́↘.	'That was what his child said.'
10. Éhĩ̀ĩ nã̀kãĩ.	'That's no good.'

II. Nɛ̃kɛ̃. 'this'; 'such'

nɛ̃kɛ̃, 'this,' functions as an adverb or a nominal. In prehead position it is usually correlated with posthead nɛ́ɛ̃̀ 'this'.

Drill 166. Repeat.

1. Nã́mɔ̀̀ wo lɛ nɛ̃kɛ́̃ gbɛ́ì.	'Who gave him a name like that?'
2. Nã́mɔ̀̀ bú lɛ̀ nɛ̃kɛ́̃ mã̀má.	'Who dressed her in such a cloth?'
3. Mɛ́̃nĩ̀ tĩtĩ́ bò nɛ̃kɛ́̃.	'What scratched you like that?'
4. Mɛ́̃ɛ̀ba ebólɔ̀ɔ nɛ̃kɛ́̃.	'Why is he shouting so?'

5. Nɛ̃kɛ́ nùũ nɛ́ɛ̀ babí èʃ̀ì. 'This man came and engaged her.'

6. Nɛ̃kɛ́ yèlɛ nɛ́ɛ̀ kwɛ̃̀ oyá. 'This yam grows fast.'

7. Áfòlɔ nɛ̃kɛ́ tsèi nɛ́ɛ̃́. 'These trees should be cut down.'

8. Obaásùmɔ nɛ̃kɛ́ nùũ? 'Would you like such a man?'

9. Obaányɛ̃ nɛ̀kɛ́ gbekɛ̃́bìì? 'Can you cope with such children?'

10. Kaáfɛ̀e nɛ̀kɛ́. 'Don't behave this way.'

III. Dzée 'not'

Dzée, a particle of negation, precedes the word, phrase or sentence it negates.

Drill 167. Repeat.

1. Dzée bò. 'Not you.'

2. Dzée lɛ̀. 'Not he.'

3. Dzée opàpá. 'Not your father.'

4. Dzée nàkãĩ. 'Not that way.'

5. Dzée nɛ̀kɛ́. 'Not this way.'

6. Dzée Tɛ̀tɛ feé. 'It wasn't Tetteh who did it.'

7. Dzée nokɔ́. 'It's nothing.'

8. Dzée èskúù woló lɛ̀ nɛ̃́? 'Is this not his textbook?'

9. Dzée bɛ̀ɛoo obaáfɛ̀e. 'Don't be slow.'

10. Dzée màlemɔ̃̀ obaámãle. 'Don't tell lies.'

LESSON SIXTY ONE

Limited Verbs

Limited verbs are invariable in form (i. e. they do not occur with verb tense affixes and contonation patterns). They are:

dzí.	'to be'	yɛ̀.	'to have';'to be'
yɛ.	'to have'	bɛ́.	'to have not'
nĩ.	'to be that'	nɛ́	'to be this'

Drill 168. Repeat.

1. Nãmɔ̀ dzí lɛ̀. 'Who is he?'
2. Mĩdzí ɔdraívá lɛ́. 'I am your driver.'
3. Nɔ́nĩ ɛ̀sumɔ̃ɔ̃ dzí blɔ̀mɔ̃. 'What he enjoys is making noise.'
4. Kofí nĩ́. 'It is Kofi.'
5. Dzulɔ nĩ. 'He is a thief.'
6. Nãmɔ̀ nĩ 'Who is it?'
7. Nũũ lɛ́ nĩ gbɔ́ lɛ̀ nɛ́. 'This is the man who died!'
8. Nãmɔ̀ nɛ́. 'Who is this?'
9. Ómàmí\ nɛ́? 'Is this your mother?'
10. Enĩ́tsũmɔ̀ nɛ́. 'This is his current craze.'

Drill 169. Repeat.

1. Ámá yɛ̀ ʃiká. 'Ama has money.'
2. Ámá hè yɛ fɛ́o. 'Ama is beautiful.'
3. Ámá yɛ̀ Gã. 'Ama is in Accra.'
4. Sãné lɛ̀ yɛ mĩ̀ŋ. 'The story is true.'
5. Mɛ̃́nsã́ bɛ ʃìká. 'Mensa does not have money.'
6. Mɛ̃́nsã́ bɛ biɛ́. 'Mensa is not here.'
7. Mɛ̃́nsã sã̀ne bɛ́ mĩ̀ŋ. 'Mensa's case is not valid.'
8. Té èyɔ́ɔ́ tɛ̃ɛ̃\. 'How is she?'
9. Etsũ yɔ́ɔ́ biɛ́ lɛ́. 'This is his house here.'
10. Nãmɛ̀ yɔ́ɔ́ ʃiká. 'Who has money?'

LESSON SIXTY TWO

I. Dialogue: Invitation

A: Óyè nĩ́ momo? 'Have you eaten already?'

B: Daabí. 'No.'

A: Hã́ wɔyayé nokò mɔ́? 'Let's go and eat something.'

B: Ényɪ́ɛ̃↘ átswà. 'What's the time?'

A: Nyɔ̃ŋmã́ kɛ́ enyɔ̀ kɛ fã́. 'Twelve thirty.'

B: Wɔ́mɛ̃́ nĩ wɔyà ŋmlɛ komé. 'Let's wait and go at one o'clock.'

A: Odzogbaŋŋ. 'Okay.'

II. Kɛ, 'and'; kɛ́, 'when'

(i) kɛ 'and' links words and phrases, coordinatively or subordinatively. Linked nominals remain noun phrases. Kɛ may link a series of verbs by replacing the nominal subject after the first in the series.

(ii) kɛ́ 'when, if' is an adverb introducing clauses in the sentence.

Drill 170. Repeat.

1. Ágbè Kofí kɛ̀ Kwaʃí. 'Kofi and Kwashi have been killed.'

2. Wɔnã hiĩ́ lɛ̀ kɛ amɛ̃ŋãmɛ̃́ lɛ́. 'We saw the men and their wives.'

3. Eetsɛ́ mĩ̀ kɛ bo. 'He wants you and me.'

4. Kɔ̃́mĩ̀ kɛ kénã́ŋ ŋɔ̀ɔ̃́↘. 'Kenkey and fried fish tastes good.'

5. Gbékɛ́biì kɛ onṹkpaí fɛ̃ɛ̃ mìigbóí. 'Children and adults are both dying.'

6. Enyã́ mĩhè kɛ mĩ́ĩ̀ʃɛɛ. 'He welcomed me happily.'

7. Kofí kɛ̀ lema fòlɔ tsó lɛ́. 'Kofi cut down the tree with an axe.'

8. Mĩ kɛ lɛ baáwíe↘. 'I shall speak to him.'

9. Okɛ síkle éwò tíí lɛ̀ miŋ? 'Have you put sugar in the tea.'

10. Ámá kɛ̀ woló lɛ́ efɔ̀ ʃĩ. 'Ama has put the book down.'

Drill 171. Repeat.

1. Sãné lɛ̀ gbɛ kɛ ʃwã́ mã̀ŋ́ lɛ̀ mĩŋ fɛ̃́ɛ̃. 'The news spread all over town.'

2. Kofí yɔ̀ kɛ búà wɔ waa. 'Kofi helped us a great deal.'

3. Gbékɛ̃́nũṹ lɛ̀ tũ kɛ tékè bu lɛ́. 'The boy jumped over the hole.'

4. Wɔdzo foi kɛtee Gã. 'We escaped to Accra.'

5. Nũṹ lɛ̀ dzo foi kɛdzɛ Gã kɛbatsɔ̃́ biè kɛtee Mãmpɔ̃ŋ. 'The man ran through here from Accra to Mampong.

6. Tɛtɛ tsɛ́ Kɔ̀fí kɛ̀ba. 'Tetteh called Kofi there.'

7. Etsé àmɛ̃ kɛba. 'He called them here.'

8. Hĩ́ĩ́ lɛ̀ tsṹ gbekɛ̀bii lɛ̀ kɛtee. 'The men sent the children on.'

9. Kofí tsi ʃĩnàã́ lɛ̀ kɛgbeé ʃĩ́. 'Kofi pushed the door down.'

10. Kofí kɛ̀hã́ mĩ́. 'Kofi gave it to me.'

Drill 172. Repeat.

1. Mã́kɛ́ɛ lɛ̀ ké mɛ̀ kɛ lɛ kpe. 'I shall tell him if I meet him.'

2. Ké ohɛ̃̀ɛ̃ tsɛ̃ pé nĩ obá. 'Come as soon as you wake up.'

3. Ké èmɛ̃̀ɲ́ éfṹ lɛ́ éyaʃã̀ ɲʃɔ. 'If he's angry let him go burn the sea.'

4. Ké bɔ̀ nĩ́ lɛ́, té ɔ̀baáfɛ̀e tɛ̃ɛ̃̀. 'If it were you, what would you do?'

5. Esṹmɔ̃̀ɔ̃ nĩ àtsɛ́ɔ̀ lɛ ké ewɔ̀. 'He doesn't like being woken up when he is asleep.'

LESSON SIXTY THREE

I. Linking Words

Other clause-linking and clause-initial words include:

kó nĩ.	'so that'	édzàákɛ́.	'because'
ʃĩ́.	'but'	dza.	'unless; except'
ákɛ́.	'that'	alóo.	'or'

Drill 173. Repeat.

1. Yaá nĩ oyabi lɛ̀. 'Go and ask him.'

2. Ekɔ́ èto kónĩ okanã́. 'He hid it so that you wouldn't see it.'

3. Mã́bá nĩ woyà amɛ̃́ɲɔ̃̀ɔ̃. 'I shall come so we can go to their place.'

4. Egbeé ʃĩ́, ʃĩ́ epílaaɔ̀. 'He fell down, but he didn't hurt himself.'

5. Etsɛ nĩ, ʃĩ́ ebúu lɛ̀. 'That's his father, but he doesn't respect him.'

6. Kɛɛ́mɔ̃̀ lɛ́ ákɛ́ ènãmemɛ̃́ĩ́ lɛ́ ebà. 'Tell him that his friends are here.'

7. Bí lɛ́ ákɛ́ èbaáyà ló. 'Ask him whether he will go.'

8. Eʃwá èhe ákɛ́ èfeé nãkãĩ. 'He regretted doing that.'

9. Mĩ́gbè nãã hewólɛ́ mĩ́ĩyá. 'I have finished, and so I am leaving.'

10. Dzeŋ édɔ̀ hewólɛ̀ wɔ̀miiya ŋʃɔ́ lɛ̀ nãã. 'It's hot, so we are going to the beach.'

Drill 174. Repeat.

1. Kofí eyáa↘ édzàákɛ́ èbé hèwalɛ. 'Kofi didn't go, because he wasn't well.'
2. Mĩbu lɛ fɔ́, édzàákɛ́ èsãne édzáa↘. 'I gave judgment against him, because he was wrong.'
3. Ehã́ŋ bo, dza obí lɛ̀. 'He will not give it to you unless you ask him.'
4. Dza mĩtee. 'I had better be going.'
5. Wɔyéŋ́ nĩ̀ĩ́, dza óbà. 'We won't eat until you come.'
6. Énũ̀, áloo èkékpa èhe. 'Should he drink it, or rub it on his body?'
7. Mĩ́tsɛ mĩfɔ̃̀, alóo mĩ̀kékè lɛ. 'Should I throw it away, or give it to him.?'
8. Okɛ́ɛ́ ebá, áloo èba? 'Did you say 'he has come' or 'he came'?'
9. Ékɔ́ lɛ́ mã̃bá. 'I may come.'
10. Ékɔ́ lɛ́ dzée ènɔ̃́ nĩ́. 'Maybe it doesn't belong to him.'

II. Aspects of Negation

(i) A Noun Phrase of Noun plus Indefinite Adjective, ko, when reduplicated, has a negative signification and occurs with a negative verb.

e. g. hékɔ́. 'somewhere'; hékɔ́hekɔ́. 'nowhere'

gbĩko. 'one day'; gbĩ́kogbĩko. 'never'

(ii) A few adverbs occur only with negative verbs:

dɔ̃́ŋŋ. 'not again; never'

kɔkɔɔkɔ. 'not at all; never'

Drill 175. Repeat.

1. Hékɔ́hekɔ́ edzɔ́kɔ̀. 'There is no peace anywhere.'
2. Kaábi mĩ̀ Kofí kɔ̀ Kofí kɔ̀ he sãne. 'Don't ask me about Kofi!'
3. Wɔwókɔ̀ lɛ gbɔ́ì ko gbɔ́ì ko. 'We haven't given him any name.'
4. Éyákɔ̀ hékɔ́hekɔ́. 'He is around here somewhere.'
5. Wiémɛ̃̀ ko wiémɛ̃̀ ko é-ŋɔ̃́ɔ̃́ ènãã fe "kokɔɔkɔ". 'There is no word he is fonder of than 'never'.'

6. Ebáa dɔ̃ŋ̩ŋ̩. 'He doesn't come anymore.'

7. Mĩ́bii lɛ́ dɔ̃ŋ̩ŋ̩. 'I won't ask him again.'

8. Kaáyà Koforídúa dɔ̃ŋ̩ŋ̩. 'Don't go to Koforidua again.'

9. Ékɔ́lɛ̃ŋ̩̀ kɔkɔɔkɔ. 'He will never agree.'

10. Kofí efé̩ŋ̩̀ nãkãĩ kɔkɔɔkɔ. 'Kofi will never do that.'

LESSON SIXTY FOUR

I. Emphatic Personal Pronouns

A personal pronoun is emphatic when it occurs as the independent subject of a verb retaining the pronominal subject prefix, or as the independent possessor in a noun phrase retaining the possessive pronominal prefix.

Drill 176. Repeat.

1. Lɛ̀ efeé. 'It was he who did it.'

2. Lɛ̀ e∫iká nĩ́. 'It is his money.'

3. Mî mĩkɔ́ wòlɔ́ lɛ́. 'It was I who took the book.'

4. Bo ɔŋ̩mã wolɔ́ lɛ̀. 'Was it you who wrote the book?'

5. Ekɛ́ɛ́ bɔ̀ óyá. 'He said you should go.'

6. Bo okɛɛ́ mĩ́. 'It was you who told me.'

7. Bo okɛɛ́ ɔ̀baányɛ̃́. 'You asked for it!'

8. Wɔ wɔmâ· nɛ̃́. 'This is our country.'

9. Wɔ wɔbíi lɛ̀. 'We will not ask him.'

10. Esṹmɛ̃̃ nĩ wɔ̀ wɔ́bá. 'He doesn't want us to come.'

II. Postarticles

(i) Postarticles are nominals which can immediately follow and qualify a closed noun phrase. They are invariable in form:

dĩɛ̃́ŋ̩̀tsɛ.	'self'	pɛ́.	'only'
fɛ́ɛ̃́.	'all'	hṹ.	'too, also'

(ii) Postarticles also occur as adjectives in pronominal phrases.

Drill 177. Repeat.

1. Hĩĩ fɛ̃ɛ̃ drà. 'All men are big.'
2. Hĩĩ lɛ́ fɛ̃ɛ̃ drà. 'All the men are big.'
3. Eetsé nyɛ̀ fɛ̃ɛ̃. 'He wants all of you.'
4. Lɛ dĩɛ̃ŋtsɛ ekɛɛ́ èesũmɔ̃. 'He himself said he liked it.'
5. Etsɛ dĩɛ̃ŋtsɛ kɛɛ́. 'His own father said it.'
6. Yoó lɛ́ dĩɛ̃ŋtsɛ kɛhã̀ mĩ. 'The woman herself gave it to me.'
7. Kaáwa gbekɛ̃ lɛ́ pɛ. 'Don't blame the child alone.'
8. Wɔ pé ètsɛ́ɛ. 'We were the only ones he didn't invite.'
9. Ebínùṹ lɛ́ hũ ebà. 'His son too has come.'
10. Wɔnã lɛ hṹ. 'We saw him too.'

III. Gerunds and Cognate Nouns

Nouns formed from verbs function in sentences similarly to non-derived nouns and serve as subjects, objects as well as in possessive constructions.

Drill 178. Repeat.

1. Esũmɔ̃ɔ̃ wiémɔ̃. 'He loves to talk.'
2. Gã wiémɔ̀ ŋɔ̃ɔ̃́. 'Ga is a pleasant language.'
3. Blɔfó wìémɔ̀ wa. 'English is a difficult language.'
4. Amɛ̃bɔ̃̀ì lɛ́ sãnebímɔ̃. 'They started asking him questions.'
5. Hĩímedzĩ lɛ̀ miitsé nyɛ̀ kpee. 'The old men summon you to a meeting.'
6. Amɛ̃fɔɔ Gã yaa. 'They often go to Accra.'
7. Gbɔlɛ miigbá ènãã. 'His problem is age.'
8. Ofráã́ akafrãã wɔ̀. 'May no accident befall us.'
9. Ékpá yɛ̀lɛyéli. 'He has stopped eating yams.'
10. Akɛ gbɔ̃mɔ̃gbelɔ éfée nããnyɔ. 'You don't make friends with a murderer.'

LESSON SIXTY FIVE

I. Dialogue: Borrowing a Book

A: Oyɛ woló lɛ́ ekò?	'Have you got a copy of the book?'
B: ɛ̃hɛ́ɛ̃, ʃɪ́ èyɛ ʃíã́.	'Yes, but it's in the house.'
A: Obaányɛ̃ òkémà mĩ ké̋ ògbe nãã?	'Can you lend it to me when you finish?'
B: Mĩ́kãnɛ̀kò mĩ́tã̀kò kwlaa.	'I still have a lot of it left to read.'
A: Nókó biblóo kèkɛ mĩ́tádɔ mã́kwɛ yè mĩŋ.	'I only want to check a minor point of detail in it.'
B: Blɛ́ bàákɔ ŋmɛ̀dzĩ nyɔ̃ŋmã́, kónĩ òkɛ́bà leébi mãŋkpa.	'Then come for it at 10, and return it early in the morning.'
A: Yoo. Óylwala dɔ̃́ŋŋ.	'Okay. Thank you very much.'

II. Adverbs

(i) Adverbs are mostly invariable in form and, within the Verb Phrase, follow the verbs they modify.

(ii) Usually, not more than 2 adverbs occur consecutively in the same verb phrase, in the order, Adverbs of (1) Manner (2) Quantity (3) Place (4) Time.

(iii) Some adverbs and adverb phrases can occur outside the verb phrase, at the beginning of the sentence.

Drill 179. Repeat.

1. Ebáa òyá.	'He didn't come quickly.'
2. Wiémɔ̃ blɛoo.	'Speak softly.'
3. Kwɛ́ dzògbaŋŋ.	'Take care!'
4. Ewíeɔ́ tsɔ̃.	'He talks too much.'
5. Ewíeɔ̀ pii.	'He talks a lot.'
6. Éhĩ̃ĩ̃ kwlaa.	'He is vicious.'
7. Eyaáwie yè Tɛmã.	'He is going to speak at Tema.'
8. Mĩ́nã̀ ágbɛ̃nɛ́.	'I have seen it now.'
9. Ete ʃĩ mlã.	'He woke up early.'

10. Ebákò lólo. 'He still hasn't come.'

Drill 180. Repeat.

1. Mī́nā̀kò ékò dā́ā̀. 'I haven't seen one before.'
2. Mī́nā̀ã lɛ dáa. 'I see him all the time.'
3. Ebaa wɔŋɔ̃ɔ̃ dáa. 'He visits us regularly.'
4. Ebákò wɔŋɔ̃ɔ̃ pɛ́ŋ. 'He has never visited us.'
5. Ágbɛ̀nɛ́ ohè oyè? 'Now do you believe it?'
6. Kpaákoɔ obaa? 'Are you coming now?'
7. Nyɛ́bà oyá wàa. 'You've come rather early.'
8. Ewíeɔ̀ pii tsɔ́. 'She talks too much.'
9. Eféɔ̀ enī́ì blɛoo nā́ā̀kpa. 'He is always very slow.'
10. Mī́dzòkò foi waa nɛ̃kɛ́ dā̀ā̀. 'I have never run so fast.'

APPENDIX

NOUNS: DERIVATION OF PLURAL FORMS FROM SINGULARS

X = word or part ~ of a word N = syllabic Nasal C = Consonant * = Tonally assimilable
V = nasal Vowel V ~ N = V or N Ø = zero suffix - = without

Tone and process symbols and abbreviations have the customary meanings.

1. Pl. = Sing. + / $\overset{*}{\text{i}}$ /	Singular	Plural
'child'	bí	bíí
'ear'	toí	toíí
'thief'	dzulɔ	dzulɔi
'language'	wiémɜ̀̃	wiémɜ̀ĩ
'sheep'	too	tooi (Orthog. toi)
'pillow'	sű́ne	sű́neí
'life'	wala	walai
'law'	mlá	mláí
'lamp'	kãné	kãnéí

2. Pl. = Sing. + /o→e/ + i		
'tree'	tso	tsei
'woman'	yoo	yei
'person'	mɜ̃	mɛ̃ĩ

3. Pl. = Sing. $\left\{ \text{X} \quad /\overset{\acute{}}{\tilde{\text{V}}} \sim \acute{\text{N}}/ \right\}$ - $/\tilde{\text{V}} \sim \acute{\text{N}}/ + \overset{*}{\tilde{\text{i}}}$		
'table'	okplɜ́ɜ́, okplɜ́ŋ	okplɜ́ɜ́ĩ
'mosquito'	tɜ́ŋtɜ́ɜ́, tɜ́ŋtɜ́ŋ	tɜ́ŋtɜ́ĩ

	Singular	Plural
4. Pl. = Sing. + dzĩ		
'farm'	ŋmɔ̃	ŋmɔ̃dzĩ
'piece'	kúkù	kúkùdzĩ
5. Pl. = Sing. + /o → e/ + dzĩ*		
'old thing'	émomo	émemedzĩ
6. Pl. = Sing. {X /V̋~N̋~Ǹ/} - /V̋~N̋~Ǹ/ + dzĩ*		
'castle'	mɔ̃ɔ̃	mɔ̃dzĩ
'town'	mãŋ	mãdzĩ
'monkey'	adũ̋ŋ	adũ̋dzĩ
'corner'	kóŋ	kódzĩ
'horn'	koŋ	kodzĩ
'slave'	nyɔ̃ŋ	nyɔ̃dzĩ
7. Pl. = Sing. {X(Cə)LV} - /LV/ + dzĩ*		
'bird'	loófɪɔ̃	loófɔ̃dzĩ
'sore'	flá	fádzĩ
'bell'	ŋmlɛ	ŋmɛdzĩ
'a red thing'	étsùru	étsùdzĩ
'book'	wolo	wodzĩ
'egg'	wɔlɔ	wɔdzĩ
8. Pl. = Sing. {Xne} - /ne/ + dzĩ		
'story'	sane	sãdzĩ
'engine'	tsɔ̃ne	tsɔ̃dzĩ
'wing'	fĩne	fĩdzĩ
9. Pl. = Sing.'kinship term' + mɛ̃*		
'father'	tsɛ	tsɛmɛ̃
'woman: term of address'	awó	awómɛ̃
'wife'	ŋã	ŋãmɛ̃

	Singular	Plural
'sibling'	nyɛ̃mĩ́	nyɛ̃mĩ́mɛ̃́
'a proper name'	Mɛ́ńsã́	Mɛ́ńsã́mɛ̃́
'a proper name'	Kofí	Kofímɛ̃́

10. Pl. = Sing. {Xmɔ̃} - /mɔ̃/ + dzĩ

'debt'	nyɔ̃mɔ̃	nyɔ̃dzĩ
'hunger'	hɔ̃mɔ̃	hɔ̃dzĩ

11. Pl. = 'Person term' Sing. {Xmɔ̃} → {Xmɛ̃ĩ}

'human being'	gbɔ̃mɔ̃	gbɔ̃mɛ̃ĩ
'who?'	nã́mɔ̀	nã́mɛ̀ĩ

12. Pl. = Sing. + bíi

'child'	gbékɛ̃́	gbékɛ̃́bii
'ant'	tsatsṹ	tsatsṹbii

13. Pl. = Sing. -/X/ + bíi

'child'	abifáo	abifábii
'thing'	nĩ́ĩ	nĩ́bii

14. Pl. by suppletion

'man'	nũũ	hĩĩ 'men'
'thing'	nɔ́	nĩ́ĩ, nĩ́bii 'things'

15. Pl. = Sing. + ∅

'dust'	mlu	mlu 'dust'
'shrimp'	sɔ̃ŋ	sɔ̃ŋ 'shrimp'
'coal'	ŋãĩ	ŋãĩ 'coal'

16. Plurals, no singulars

	hãã́ãdzĩ 'twins'
	mṹdzĩ 'dirt'

			Singular	Plural
17. Pl. - Sing. Xnyo - /nyo/ +				
(a)	i*	'soldier'	asráàfónyò	asráàfóí
		'farmer'	okwaafónyò	okwaafóí
(b)	mɛ̃*	'a Ga'	Gãnyo	Gãmɛ̃
		'an Ashanti'	Aʃãnténɣò	Aʃãntémɛ̃́
		'fisherman'	wolɛnyo	wolɛmɛ̃
(c)	hĩĩ	'corpse'	gbónyò	gbóhĩ̀ĩ̀
		'young man'	oblányò	obláhĩ̀ĩ̀
(d)	bíi*	'rustic'	koseɛnyo	koseɛbíí
		'American'	Amérɪ́kànyo	Amérɪ́kàbíí

GLOSSARY

a

áà	ah; well
Aá	Madam
Ábɔ̀	girl's name (Thursday-born)
Abãɳ́	name (3rd child after twins)
abɛ́	proverb
abɛkú	left
ábifao	babe-in-arms
Áblã	girl's name (Tuesday-born)
ablé	corn
Ablotsíri, Ablotsíi	Europe
abó	refuge
abũ̃ĩ́	needle
Ádè	clan name, male
Adeí	clan name, female
adékà	box
adesã́	story; folk-tale
adũ̃ɳ̀	monkey
Adzeí	clan name, male
Adzélɛ́	clan name, female
Adzékɔ̀ɔ́	clan name, female
Adzétsɔ̀o	clan name, female
Adzɔ̀kɔ̀	clan name, female
Ádzua	girl's name (Monday-born)
adzwãmã́ɳ	prostitution
áfi	year
Áfua	girl's name (Friday-born)
afuá	mist
Afútu	clan name, male
Ágo	name (2nd child after twins)
ago	velvet
agoo	a greeting (cf. amɛ̃ɛ̃)
agba	stall; shed
agbó	gate
agbo	big
aékoo, ahékoo	a congratulation
akeklé	headband
ákɛ́	that
ákɔ̀látɔ̀	cactus
Ákoʃia	girl's name (Sunday-born)
Akúɔ̀	girl's name (Wednesday-born)
Akúɛ̀tɛ	boy's name (2nd of twins)
Akuɔ̀kɔ̀	girl's name (2nd of twins)
akutú	orange
akwadú	banana

Akwélɔ́	girl's name (1st of twins)
Akwétɛ́	boy's name (1st of twins)
akpakpá	pawpaw
Akpɔ́	clan name, male
áloo, alóo	or
Ámá	girl's name (Saturday-born)
Ámã	clan name, male
amɛ̃	they; them; their
amɛ̃ɛ̃	a reply to a greeting (cf. agoo)
Amon, Amɔ̃ŋ	clan name, male
amóɔ̀	tomato
Ánãŋ	boy's name (4th in order)
Ánũm	boy's name (5th)
asɔ́	gambling
asráàfónyɔ̀	soldier
Aʃale	clan name, male
Aʃí	clan name, male
Ataá	term of respect for men
atíã	cashew-nut
atũã́	defiance
atúù	a greeting
Atsɔi, Atswéí	clan name, female
atswré	first
áwɔ̀ŋ	a greeting
ayé	witch
Ayɔkɔ́	clan name, female

b

ba	to come
ba	to beg; to solicit
bã	to cut
baa	leaf
baá, baáá	crocodile
baálábi	locust
bé	to quarrel
be	time
be	to be fully cooked
bénĩ	when
bɛ́	to have not; to be not
bɛ́	but; already
bɛ	to grip
bɛ́bɛ̀o	a kind of shellfish
bí	child
bí	to ask
bíbìóo	small
bíɛ̀	here
blɛ	pipe
blɛoo	slow; softly
bodobodo, blodo	bread
blɔ́	broom
bo	you (sg.)
bo	to shout
bo...toí	to listen
bólɔ́	to shout repeatedly
bɔ...módɛ̃ŋŋ	to persevere

bɔ...mɔ́dɛ̃ŋŋ	to persevere
Bɔí	clan name, male
bú	hole
bú	to put on; to wear
búá. ye...búá	to help
búu	mosquito-net

d

dá	to race
dã́	to pose
da	to be big; to grow
dáa	always
dáá	mouth
dã́ã̀	yet; before
dãã	drink
daabí	no!
dadé	iron
dãmɔ̃ ʃĩ	to stand
Dedé	girl's name (1st in order)
Deí	clan name, female
dekã́	leisure
dɛ̃	palm of hand
dĩ́	to be black
dĩ́ŋŋ	quiet
díoo	quiet
doḿ	to emigrate
dɔ́ktà	doctor
dɔ̃́ŋŋ	never
draívà	driver
dró	to happen luckily
drómɔ̃́	boon; good fortune; generosity
dũ	to trap
dṹŋ́	darkness

dz

dza	to be straight, correct
dzadʒé	to straighten
Dzãnĩ, Dzããnĩ́	clan name, male
dzek[illegible]	to be far
dze[illegible]	to go out
dze[illegible]	dawn
dzɛ	to come from
dzɛ́í, [illegible]	there
dzí	to be
dzidzé nã̀ã	to provoke
dzié kpɔ́	to outdoor
dzo	to dance
dzogbaŋŋ	well
dzoo	dance; dancing
dzɔ	to be cold, quiet, peaceful
dzɔɔ	valley

dzra	price; market
Dzú	Monday
Dzúfɔ́	Tuesday
dzū́ne	jewelry
dzwéɪ́	grass
dzwɛ̃ŋ	to think
dzwɛ̃ŋmɔ̃	thought
dzẃre	to congratulate
dzẃremɔ̃	a congratulation

e

e	he, she, it
édzrɔ̃	right
édzwè	four
ékɔ́	some; one
ékòmé	one
ékɔ́ŋŋ	again
ékpàa	six
ékpakpa	good
énɛ̃	this one
énũmɔ̃	five
ényɪ̃ɛ̃	how much, many?
ényɔ̃	two
éŋɔ́li	yellowish-green
éŋmɔ̃mĩ	okra
éʃá	evil; badness
étɛ̃	three
étsùru	red
éwùlu	big
éyɛŋ́	white

ɛ

ɛ̃́ɛ̀hɛ̃́	no!
ɛ̃hɛ̃ɛ̃	yes!

f

fa	to lend; to borrow
fã	root
faí	hat
Fãntényò	a Fanti
fã́ŋŋ	clearly; lucidly
fe	to surpass
feé	to do; to become
fɛ́ɛ̃	all
fɛɛ́fɛo	beautiful
fɛ́ɪ́	part; half
fɛ̃́nɛ́	to untie
fɛ́o	beauty

fĩne	wing
fífɛ̀	smaller; junior
fíbɔ	a little; small
fíte	to spoil
flɛ̀	sore
flɛ́	to greet
flɪ̀	to blow
flí	to buy or sell on credit
flíkɪ̀'	to fly
flɔ̀	hole
fó	to weep
Fofó	girl's name (5th in order)
fɔ́	to give birth
fɔ́...hɛ̀	to wash
fɔ	to usually do
fɔ̃	to throw
fɔfɔí	flower
fú	selfishness
fũ	stink
fuá	to embrace
fufɔ́	milk; breast

g

ga	ring
Gã	Ga; Accra
Gãnyo	a Ga
gli	to fly into a rage
googá	bucket
gówɛ̀	guava
gɔ̃gɪ̀ɔ̃	to swagger
gɔ́ɪ̀	to belch
gɔ̃ŋ	mountain
gɔ́ɔ̀	cemetery
gúgɔ̀	nose
gúmɔ̀	to peel
gwá, (bɔ...gwá)	gang, company
gwábɔ̀ɔ	assembly
gwãŋtɛ́ŋ	sheep, lamb
gwao	to whip

gb

gbá	to split; to tear
gbá	to branch off
gba	to narrate
gbédɛ̀	to weaken
gbeé	dog
gheé ʃɪ̀	to fall down
gbékɛ̀	child; junior
gbéleɛ	to be dressed up
gbé	water-pot
gbɛ	road

gbɛ̃́	pimple
gbɛɛ́↘	to sound
gbɛ́kɛ̀	evening
gbĩ	day
ghĩ́ŋ̀	dry
gblãŋŋ	strong (of smell)
gb́lɔ̀	to rinse the mouth
gbogbo	wall
gboŋ	hip
gbɔ	guest; stranger
gbɔ	to age
gbɔbi	to hunt
gbɔ̃mɔ̃	person; human being
gbu	to prick; to pierce
gbá...nãã	to bother

h

hã́	to give; to let
hákù	to yawn
hao	to worry; to pester
háu	girdle
hé	place
hé↘	to buy
he	around, about
hee	new
hela	illness
helatsɛ	sick person; patient
héle...nɔ̃́	to take up; to respond
hénĩ	where
hetsélɛ̀	convalescence
hewalɛ	health; strength
hɛ	waist
hɛŋŋ	burning, vivid, intense
hĩ	to be good
hĩ́ɛ̃̀	face; front
hĩĩ	men
hĩ́ŋmɛ̀i	eye
hleŋŋ	radiant
hoó↘	to cook
hɔ̃lɔ̃, hlɔ̃	shade
Hɔgbaa	Sunday
hɔ̃ɔ̃́↘	to sell
Hɔɔ	Saturday
hṹ	also; too
hulú	to jump
hũlũ	sun
huu	to wage (war)
hwãŋ	to sprain

káà	car
kaá, kaáá	crab
kabitii	very dark
kádi	to mark
káfú	to praise; to flatter
Káí	girl's name (3rd in order)
kắné	to read; to count
kãné	light; lamp
káplɛ	penny; coin; money
kasé	to learn
kɛ	to give as a gift
Kétá, Kétáa	Keta
ké	when; if
kɛ	and; with
kɛɛ́	to say; to tell
kítã	oath
klà, krà	spirit; soul
klãŋ	wolf
klãŋtè	cutlass
kloklo	other
Kodzó	boy's name (Monday-born)
kodzó	to judge
Kofí	boy's name (Friday-born)
komé	one
kóŋ	corner
koŋ	horn
Kokale, Koókáàle	clan name, female
Kote, Kóòté	clan name, male
Kotei, Kótèí	clan name, male
kotokú	pocket
kɔ́	to take; to pick
Kɔ́í	hoe
Kɔkɔ́	girl's name (2nd in order)
kɔ́mĩ	kenkey
kɔ̃ŋ, kɔ̃ŋ́	shoulder
kɔɔ́yɔɔ	air; wind
kú	group
kúdɔ́	to guide
kuɛ	neck
kúkwɛ́i	cooking-pot
Kũmãse, Kũmããse	Kumasi
Kúɔkɔ́	clan name, female
Kútɔɔ́kɔ́	clan name, female
Kwámì, Kwaámì	boy's name (Saturday-born)
Kwabɔ́lã	boy's name (Tuesday-born)
Kwakú	boy's name (Wednesday-born)
kwakwé	mouse
Kwao	boy's name (Thursday-born)
Kwaʃí	boy's name (Sunday-born)
Kweí	clan name, male
kwɛ́	to look
kwraa, kwlaa	at all
kwɔ	climb

kp

kpá	to stop; to fall off
kpã	a ceremonial dance
kpãã	string
kpaáko	only now
kpaanyɔ̃	eight
kpákpa	good
kpawo	seven
kpe	to meet
kpɛ́ŋŋ	firm
kpĩŋ	cane rat
kplélkplélɨ	big
kplekɛ̀	to descend
kpó	12-yard bale of cloth
kpo	courtyard
kpodziémɔ̃	outdooring
kpókpɔ̀	to shiver
kpóŋ	fish hook
kpɔ́	knot

l

lá	blood
lá	to sing
la	fire
la	to dream
Lasséy, Lasé, Laasé	clan name, male
laí	firewood
lálà	song
lamɔ	vapour
lamɔ̃	dream
láɔ̀	bedsheet
le	to know
leébɨ	morning
leí	tail
lé	the
lɛ	he, she, it
lɛ	to rear, feed
lɛɛ́	to be wide
lɛkɛtɛɛ	broad
létɛ̀	to eat sparingly
lígɔ̃lígɔ̃	Praying Mantis
líléɨ	tongue
lóo	or
loo	fish; meat; flesh
loó	to gather up
loófl3	bird
lólɛ̀	lorry; truck
lú	to confuse; to be confused
lúkutuu	portable; medium-sized; round
lɛlɛ	boat

m

mã	to build
mã́le	to tell lies
mãmá	cloth
mãmĩ́	mother
mã-ɳ	town
mã-ɳkɛ̃	night
mãɳtsɛ	king; chief
méèti	driver's mate or assistant
méɔ	sixpence
mɛ̃	to wait
mɛ̃ĩ	people
mɛ́nì,	what?
MɛńsÃ	boy's name (3rd in order)
mfoníĩ	picture
mĩ	I; me; my
mli, mĩɳ	in; inside
mlá	law; guts
ḿlã, mrã	early
mlé	underwater swimming or diving
ḿlĩ	drum
mlu	dust
mó	well done!
moko	someone
mómo	already
moɳ́	rather
mɔ́	then; in that case
mɔ	person
mɔ́bɔ	mercy
mɔ́dɛ̃ɳɳ	effort
mɔnɛ́	who
mɔ́ɔ	castle
mú	to submerge
mũ	oil
mũ	to breathe
mű́dzĩ	dirt
mũmɔ	stomach
musú	taboo

nã́	to get
nã	to see
náà	Look!
nãã	mouth; edge
nãã	grandmother
nããnyo	friend
nãkãi	that
nám̀ɔ	who?
nãne	leg; foot
nãnemɛ̃ĩ, nãnemɛ̃	friends

nɛ̃	this is
nɛ̃	to rain
nɛ̃ɛ̃	this
nɛ̃ɛ̃hũ	nine
nɛ̃gbè	where?
nɛ̃kɛ́	this
nɛ̃́	that; since
nɛ̃	and
nɛ̃ĩ	thing; things
Nɛ̃ĩ	title: Chief, Elder; personal name
nɛ̃ĩ	grandfather
Nikoi, Nɛ̃ĩkwèi	clan name, male
nɛ̃́lèe	knowledge
nɛ̃́nã	to catch up with
nɛ̃ne	hand; arm
nɛ̃́ŋmàã	writing
nɛ̃́tsũmɔ̃	work
nohewɔ	because of that
nókɔ́	something
nɔ̃	on; upon; up
nɔ̃́fɛɛ̃nɔ̃	everything
nɔ̃́nɛ̃	what; which
nɔ̃́ŋŋ	immediately; precisely
Nʃĩã	boy's name (6th in order)
ntá	twin
nũ	water
nũ	to hear
nṹŋtsɔ́	master
nũũ	man
nṹũmo	old man

ny

nyɛ́	to be able
nyɛ̃	mother
nyɛ	yesterday
nyɛ	you (pl.)
nyɛ̃	to hate
nyɛ̃...nɔ̃	to press
nyɛ̃kwɛ́	aunt
nyɛ̃mɛ̃́	sibling
nyɛ̃sɛɛ	in the past; ago
nyɛ̃ɛ́	to walk
nyɔ̃́ŋ	slave
nyɔ̃ŋmɛ́	ten
Nyɔ̃ŋmɔ	God; rain

ŋ

ŋã́	to greet
ŋã	to close
ŋã	wife

ŋaa	intelligence; skill
ŋãã, ŋãã́ã̀	crab
ŋãĩ	coal
ŋkátɪ́ɛ, ŋkɛ́tɪ́ɛ	ground nut
ŋkpáɪ́	libation
ŋkṹ	shea-butter
ŋ́lã̀	to char
ŋ́leŋle	light; flowing easily (of fluid)
ŋlɛnɔ̃	level
ŋoo	salt
ŋɔ̃ɔ̃́↘	to be sweet
ŋʃc	sea
ŋʃɔsɛɛ	overseas
ŋwɛ̃ĩ	sky; up
ŋwɛ̃́tɛ̃ŋwɛ̃tɛ̃	stippled
ŋwlãmĩ	star

ŋm

ŋmá	aroma; pleasant scent
ŋmã	to write
ŋmé	palm nut
ŋmee	thorn
ŋmɛ́	kernel
ŋmɛ̃́nɛ̃́	today
ŋmiŋmi	panic
ŋmlɛ	bell
ŋmlɔ̃	laughter
ŋmoŋ,	tick; lice
ŋmóŋmlo	plank
ŋmɔ̃	farm
ŋmɔ̃	to laugh
ŋmɔ̃́ŋ̀	new; fresh; green

o

oblá	fashion; swagger
oblányò	lad; young man
odzo	fraud
ofɪ́lɔ̃́ŋ	a kind of worm
ogboólɛ̀	shark
ohá	hundred
ohé	showing off, ostentation
ohĩã́	poverty
okadí	mark
okɛsé	fashion; chic
Okó	boy's name (1st of twins)
Okpotí	clan name, male
omɔ̃́	rice
osɔ́	fox; mongoose
osɔ́fɔ̀	priest; minister

oʃíkì	chance; lots; dice
oʃrãã	danger; accident
ótsi	week
oyá	quickly

p

papá	father
papa	fan
pása	to gossip
pé	exactly
pépeepe	exactly
pilá	to wound
pii	a lot; much
pĩ́ŋ	to suffer
plé	a bird
ṕlèkoó	nail
Pókóase	Pokoase
púé	to appear; to emerge

s

sa	to befit
sã	nauseating smell
saá	to repair
sãne	story; behavior; problem
sẽ́	throat
seɛ	back
sẽĩ́	chair
sísà	ghost
sísẽ́	to be for; to solicit
Sohaa	Friday
Soo	Thursday
Sówà	clan name, male
sɔle	to pray
sɔ̃́nè	fox
sɔ̃ŋ	prawns; shrimp
sɔ́ŋŋ	a lot; altogether; only
sɔɔ̣	to catch (something in flight)
sre	to swim
sro	to be different
śrɔ̀to	different; various
sú	character; kind
su	to light
sũ	soil
sũmɔ̃	to serve
sũmɔ̃	to love; to like
sṹne	pillow
súsù	to calculate
sɛké	madness
sódaʒ̀fónyò	soldier

ʃ

ʃabí	brother-in-law
ʃáʁá	to embrace
ʃãʃã	girl's name (6th in order)
ʃãtã	to drag out
ʃélè	shilling
ʃɛ	to arrive; to reach
ʃɛ́	sugar-cane
ʃɛ̃	but
ʃí	occasion, instance
ʃi	down
ʃĩ	to fry
ʃĩ	sand
ʃía	house
ʃíã	houseowner; landlord
ʃíãtsɛ	thanks
ʃĩdaa	to preach
ʃié	money
ʃiká	rich man
ʃikátsè	hiccough
ʃíkɔ̀ʃíkɔ̀	door
ʃínãã	still
ʃíŋŋ	pepper
ʃítɔ	Wednesday
ʃɔ	a berry
ʃɔ́	afar
ʃɔ́ŋŋ	noon; afternoon
ʃwãné	store
ʃwápɔ̀	to play
ʃwɛ́	ragged
ʃwɛ́iʃwɛí	to be fat
ʃwi	to dismiss
ʃwié	to flourish
ʃwíre, ʃwere	

t

tá	to sit
ta	war
ta	to chew
tã́	to narrate
táɔ̀	to seek
Táwìa	name (1st born after twins)
té...tɛ́	how?
teʃɪ	to rise up; to wake
tédzi	ass; donkey
tee	went; gone
téle, tre	to carry on the head
té	stone
tɛlifɔ́n	telephone
Tɛmã́	Tema
Tɛté	boy's name (1st in order)

Tɛtɛ	boy's name (2nd in order)
tĩ́ã	to pile up
tita	gum
tĩtĩ́	to scratch
títsɛ̀	teacher
tiu	to pursue
tói	multiplication
toí	ear
tokotá	sandal
tóo	tax
too	sheep; goat
tɔ	bottle
tɔ	to be tired, full
tɔ̃́	to err
tɔ́kɛ̀	to mutter
tɔ̃́ŋ̀	rainwater
t́rema	cowrie
trɔ́	threepence
t́rɔ̃mɔ̃ɔ̃	straight
tṹ	gun
túɛ̀	to gush out
tṹmò, tṹmù	rubbish dump
tũŋ	red clay
tũ̀ŋŋ	black
tṹŋtũ	directly

ts

tsákɛ̀	to change
tsé...nɔ̃́	to reduce
tsei	trees
tsese	ceremonial calabash
tsɛ́	to call
tsɛ	father
tsɛkwɛ̃́	uncle
tsɛ̃ŋ	beard; chin
tsi	sceptre
tsĩ	to block
tsĩã́	to swagger
tsĩɛ̃́	to wake up
tsĩnã́	cow
tsĩ́nɛ̀	to sneeze
tsítsì	chest
tso	tree
tso	to burn
Tsotso, Tsotsoó	girl's name (4th in order)
tsɔ̃́	to pass
tsɔ̃́	too much
tsɔ̃́mɔ̃́	to turn over and over
tsɔ̃mɔ̃	to twist; to peel
tsɔ̃ɔ̃́	to show; to teach
tsɔ̃ɔ̃́lɔ̀	teacher
tsɔ́se	to train
tsṹ	to send

tsũ	to work
tsũ	building; room
tsuí	heart
tsuru, tsru	red
tswa	to strike; to ring
tswél	moustache
tswéi	hair

v

véveeve	loudly; insistently
voo	deep

w

waa	a lot; very; well
waá, waáà	snail
wala	life
wáǹè	doubt
waŋ	grey hair
waó	finger
welé	hide
wó	to lift
wo	honey
wo	to praise; to laud
wobí	bee
wolo	book
wɔ́	tomorrow
wɔ	we; us; our
wɔ	to sleep
wɔlɔ	egg
wɔ́ŋ	fetish, amulet, charm
wɔ́sɛ̀ɛ	in the future
wú	bone
wu	husband
wuɔ́	chicken
wuɔ́gbɛ̀ɛ́mɔ̀	cockcrow

yw

wére, ywére	to warm oneself
wié, ywié	to speak
wiémɔ̀, ywiémɔ̀	language; speech; word
wíri, ywíri	to row

y

ya	to go
yáà	fishing-net
yaa	confused
yaa éè	a response to a greeting
ye	to eat
ye búà	to help

yei	women
yɛ	to be; to have; at
yɛlɛ	yam
yi	head
yi	to beat
yítsɔ́	head
yóo	to recognize
yoo	woman
yooo	a response; okay
yoómo	old woman
yɔ́ɔ́	to be
yɔɔ	beans
yɔɔɔ	sluggish
yɔɔyí	a berry
yra	funeral; mourning